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ABSTRACT

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of September, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Topics covered by the guides include: the women's conference in China, "No Man Is an Island" (poem by John Donne), NATO resumes air strikes over Bosnia, glaciers, women's magazines, lightning research, electric clouds, and "educating" media (September 5-8); NATO attack on Bosnia, personal rapid transit, gangs in Chicago, international rights of women, Indonesia's banned writer (Pramoedya), newspaper evolution, preventative solutions for youth crime, and solar astronomy (September 11-15); 911 technology, Ethiopia, airline flight from Beijing to New York, Native American culture, estate tax reform, laser light eye surgery, and Stephen Crane's "Red Badge of Courage" (September 18-22); online ethics, Mideast peace terms, "national" foods and products, endangered species, business outsourcing, poison dart frogs, evolving political/geographic borders, newsworthiness, and pieces of the peace process (September 25-29). (MAS)

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CNN Newsroom Classroom Guides. September 1-30, 1995

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Louis C. Pugliese

Louis C. Pugliese
CNN NEWSROOM Project Director
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Tuesday, September 5, 1995

ANCHOR DESK

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SUMMER NEWS WRAP-UP

3. What are the "ripple effects" of news events? Distribute the HANDOUT (pg 4). As a class, read the quotation by the poet and essayist, John Donne. Have students discuss and analyze the consequences of each news event mentioned in this video segment, using the HANDOUT questions as a guide. Then challenge each student to use one or more events as the subject of either an (a) editorial, (b) short story, (c) poem or (d) editorial cartoon that illustrates the timelessness of the quote.

INTERNATIONAL DESK: JAPAN'S COMPUTER APATHY

4. What is "apathy"? According to the video, what evidence is there to support the claim that Japan is apathetic when it comes to computers? Explain the irony in this situation.
5. How are the Japanese trying to enter the information superhighway? Challenge student groups to compare the attempts by the Japanese to access cyberspace with students' exposure to computers and the 'net.
   a. Have groups brainstorm a list of ways that they can learn (or have learned) about computers and the internet.
   b. Have groups present their ideas.
   c. Then ask: If you were part of a team whose mission was to introduce another culture to the world of computers, how would you go about your task? What do you think are the most important things one should know about computers? How would you convey this information while holding a person's interest?

   Direct each group to outline and present the steps it would take to introduce another culture to the world of computers.

STUDENT HANDOUT: ISSUES AT THE CONFERENCE

1. EFFECTS OF POVERTY ON WOMEN; ACCESS TO EDUCATION, TRAINING

Throughout the world women find it more difficult to find full-time jobs than men. When they do find a job, often they are paid less than men -- even for the same line of work. Yet more women than men head the growing number of single-parent households. Left to raise children without adequate income, education, jobs or state aid, many women have become trapped in a seemingly unending cycle of poverty.

2. ACCESS TO ADEQUATE HEALTH CARE, NUTRITION

Cervical cancer is among the most detectable and easiest of cancers to stop. Yet cervical cancer is the leading cancer killer of poor women in developing nations and the reason is economic. Poor women, especially those living in male-dominated societies, tend to postpone treatment because there is no food in the house or there is a child who seems sicker; even sick livestock come before a sick woman's needs. Finally, doctors connect the disease with starting sex at a young age and having large numbers of children, another fact of life for women in poverty conditions.

3. VIOLENCE AGAINST WOMEN

Violence against women is a problem in many nations where women are expected to be submissive to male authority. Domestic violence is the leading cause of death among women 14-44 years of age worldwide. Often, abused women think there is no escape. If the husband isn't willing to divorce them, they must prove infidelity, violent attack by their mate or fathering an illegitimate child. Divorcees can't count on alimony or child support, since laws aren't enforced. Many nations do not recognize domestic violence as criminal.

4. WAYS FOR WOMEN AND MEN TO BALANCE WORK, FAMILY RESPONSIBILITIES

Women continue to be expected to set aside their ambitions and become stay-at-home moms and homemakers who nurture families while their husbands build careers in male-dominated economies. Even when they do work outside the home, women are expected to perform menial tasks or put up with draconian shifts, pauper's pay and abusive managers. Under these systems women are also expected to accept less pay than their male counterparts.

5. SHARING POWER AND DECISION-MAKING WITH MEN IN GOVERNMENT
The percentage of women elected to national parliaments worldwide has dropped by nearly 25% in the past 7 years. Women throughout the world hold just 14% of administrative and managerial jobs. Nations throughout the world tend to tell women that they must first solve the issues of economic and political reform before they can solve the problems of women.

STUDENT HANDOUT: NO MAN IS AN ISLAND

"No man is an island, entire of it self;
Every man is a piece of the continent, a part of the main;
If a clod be washed away by the sea, Europe is the less,
As well as if a promontory were,
As well as if a manor of thine friends or of thine own were;
Any man's death diminishes me, because I am involved in mankind;
And therefore never send to know for whom the bell tolls;
It tolls for thee."

-- John Donne,
DEVOTIONS UPON EMERGENT OCCASIONS, MEDITATION XVII

DIRECTIONS: Read the quotation above. John Donne wrote those words hundreds of years ago. In your opinion are they true today? Review the segment covering this past summer's important global events. Using the questions below, analyze the consequences of each event as they "ripple" out over the globe. Then use one or more of these events as the subject of 1) an editorial, 2) a short story, 3) a poem or 4) an editorial cartoon that illustrates the timelessness of Mr. Donne's Meditation.

What are the economic effects of this event ...

For those directly touched?

For others in the affected nation?

For others in neighboring continents?

What are the political reverberations of this event ...

For those directly touched?

For others in the affected nation?

For others in neighboring continents?

What are the social implications of this event ...

For those directly touched?

For others in the affected nation?

For others in neighboring continents?

CNN ANCHOR DESK

Wednesday, September 6, 1995

Turner Adventure Learning examines the American immigrant experience of the first half of the 20th century with a live, interactive Electronic Field Trip, Oct. 19-20. For more information or to enroll, call 1-800-639-7797.

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		1:00
TOP STORY	2	NATO resumes air strikes over Bosnia.	3:15
HEADLINES	3	HURRICANE LUIS AIMS FOR PUERTO RICO, U.S. VIRGIN ISLANDS...FRANCE EXPLODES NUCLEAR WARHEAD...MS. CLINTON SPEAKS OUT...	1:15
BUSINESS DESK	4	Women's magazines compete for different target markets.	2:45
NEWSROOM'S NEW TIME	5	Beginning Sept. 18th, CNN NEWSROOM becomes a half-hour show, airing from 4:30-5:00 a.m. EDT in the U.S...	:40
DID YOU KNOW?	6	The average glacier moves six feet, or two meters, per day.	:30
RIVERS OF ICE	7	(Part I in our series) CNN NEWSROOM travels to Canada to explore the world of glaciers.	5:05
CLOSE	8		:30

EDITOR'S NOTE: TODAY'S NEWS TERMS

USS Roosevelt Adriatic Sea siege Mount Igman resolve moratorium ice age geologist Arctic Institute of North America

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TOP STORY: NATO RESUMES AIR STRIKES AGAINST SERBS

1. In her report on the Bosnian conflict CNN reporter Christiane Amanpour states:

   "After having its patience tested to the limit over the last few years, NATO now says it regrets having to use force to get the Bosnian Serbs to comply with demands .... In a formal statement NATO says no one should doubt its resolve to see this through."

   How would you explain this seeming contradiction in NATO's thinking? Do you agree or disagree with the decision to "get tough" with the Bosnian Serbs? Explain.

2. What are the results of NATO's air strikes for Sarajevo? What deprivations have the city's citizens suffered during the siege? What can they look forward to now that NATO is fighting back? Imagine you had been living in Sarajevo during the siege. What do you think would be a) the first thing you would want to do, b) the first things you would want to buy and c)

the first people you would want to see after the siege is lifted? Write a letter in the role of a Sarajevan child, expressing your hopes and dreams for life "after the siege."

3. Use the image "Air strikes are like the first flowers after winter" to create an editorial cartoon expressing Sarajevans' attitudes toward NATO air strikes. Will your cartoon be supportive or disapproving of the "get tough" decision?

RIVERS OF ICE: PART I

NOTE: Rivers of Ice is a CNN NEWSROOM feature series on glaciers. Activity #4 below is the first in a set of three activities to guide students' exploration of glaciers and their importance to the earth's ecology.

4. Have students use the HANDOUT (pg 4) to direct note-taking while they view the segments in the glacier series. After viewing, have them circle "data banks" of related information, then draw lines to connect related "data banks." Each line should be captioned with the connection(s) students have identified. They should use this information to begin designing a picture, class mural or 3-D model of glaciers to be completed after viewing Day 2 of the series.
5. In your own words, explain the term "River of Ice." Why do glaciers flow? How do they flow and at what rate of speed? Use glacial movement to show the existence of the unseen force of gravity. How would surging fit into your explanation?
6. Predict the effects on the world's water supplies and climates if Earth's glaciers experienced a severe "melt-down." What if they grew instead of melting away? To which do you think humans would adapt more easily? Explain.

ANCHOR DESK: WOMEN'S MAGAZINES

1. BEFORE VIEWING: Do you read any magazines regularly? If so, what magazines do you most enjoy reading? Why?

2. AFTER VIEWING: Define the term "niche." What does it mean when it is said that a magazine is "defining its niche"?

3. According to the video, how do magazines reflect the changing roles of women in society? How do ads and stories from magazines 20 or 30 years ago provide us with insight into the "market niche" they served?
   a. Challenge groups of students to find specific evidence of this by having them search local/university libraries for past issues of women's magazines. Direct each group to note the images of women that they see in past publications as well as in the issues addressed.
   b. Have groups share their findings in a class discussion. What was the focus of each publication? How did the images of women in those magazines reinforce the popular perception of the role of women at the time?
   c. Have students compare what they have researched to what they see in women's magazines today.

   Challenge each group to choose one ad or story found in a past magazine and rewrite/redesign it to make it appeal to today's target market.

4. Today's women's magazines appeal to different markets, but many are capitalizing on the idea that today's female reader never seems to have enough time. What evidence is given in the video to support this claim? How have other businesses become more geared to the "hurried" working woman?
   a. Divide the class into groups and have each choose any local business to analyze. Groups should interview business owners/managers to find out how the business accommodates the hectic schedules of working women. How have aspects of each business, such as its services and hours of operation, changed or been designed to appeal to the target market of working women?
   b. Have groups present their information and discuss the

possible negatives associated with a "convenience" approach to doing business.

----------EDITOR'S DESK: TODAY'S NEWS TERMS----------

MIRABELLA GOOD HOUSEKEEPING niche MADEMOISELLE COSMOPOLITAN

STUDENT HANDOUT: RIVERS OF ICE

DIRECTIONS: Each of the terms/phrases listed below are discussed and illustrated in the glaciers series "Rivers of Ice" airing Wednesday, Thursday and Friday of this week. Keep this list at hand while you view each segment. As each term or phrase is mentioned write it on your paper. Beneath the terms briefly note associated images and statements that connect them to the subject of glaciers. Draw circles around these "data banks." When relationships between the data banks are mentioned, draw lines to show the connections. Be prepared to use your notes in activities described in the CNN NEWSROOM guides for Thursday and Friday.

DAY 1
---
ice field
glacier
glacier ice
ice crystals
major areas of ice cover
.1 of the earth's surface
ice age
glacial cycles
glaciation
interglacial
end of a glacial cycle
glacial event
glaciers move in two different ways:
glacier surging
glaciologists
advancing/retreating
thermal inertia

DAY 2
---
continental glaciers/valley glaciers
crevasse
icefall area/toe
lateral moraine
annual moraine
earth-shaping
outlet valley glacier
cirque glacier
hanging glacier
blue color of glaciers
red and blue ends of the spectrum

DAY 3
---
glaciology
global climate
global water supplies
sea level rise
global warming
Global Positioning System (GPS)
survey reference points
orbiting geometry/satellites
glacial topography
radio wavelengths
hydrological apex (triple divide of the North American continent)
meteorological tower

ANCHOR DESK

* Over 12 million people of all religions, races and nationalities passed through Ellis Island. Celebrate a history of cultural diversity with your students by transporting them to Ellis Island via Turner Adventure Learning Oct. 19-20. Call 1-800-639-7797.

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
	** DUE TO TECHNICAL DIFFICULTIES, TODAY'S PROGRAM IS NOT CLOSED-CAPTIONED. **		
OPENING	1		1:00
TOP STORY	2	Delegates to the Women's Conference have different views on major issues.	2:55
HEADLINES	3	COMMITTEE VOTES TO EXPEL PACKWOOD/FUHRMAN "TAKES THE FIFTH"...LUIS HEADS OUT TO SEA...	1:20
SCIENCE DESK	4	Researchers are devising ways to protect life and property from lightning.	2:40
GLOBE UPDATE	5	What's the relationship between cloud cover and temperature?	1:00
RIVERS OF ICE	6	(Part II) NEWSROOM explores Athabasca, one of the most accessible glaciers in North America.	4:35
NEWSROOM'S NEW TIMES	7	Beginning Sept. 18th, set your VCR for the new expanded CNN NEWSROOM, from 4:30-5:00 EDT in the U.S.	:40
CLOSE	8		:50

EDITOR'S NOTE: TODAY'S NEWS TERMS

property rights document language gender power surge fulgurites Athabasca Paul Wenger crevass moraine cirque glacier

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TOP STORY: DISAGREEMENT AT THE WOMEN'S CONFERENCE

1. On what general issues does it appear that most delegates to the Women's Conference agree? What issues have become obstacles to an agreement among the delegates?
2. We hear in the video that "...when you get 185 nations under one roof, words and phrases can become verbal weapons." How has language become a "weapon"? How do international/cultural factors accentuate the differences of opinion among the delegates?
   a. Divide the class into small groups. Have each group research the major issues presented at this conference from any one particular cultural perspective.
   b. Acting as delegates representing that culture, have student groups present their perspectives to the class.

c. Challenge students to write essays addressing the likelihood of compromise and agreement on these major issues among the delegates to the conference.

SCIENCE DESK: LIGHTNING RESEARCH

3. What is lightning? How is it formed? What new dangers do lightning strikes present in the technological age? Discuss.
4. How have Univ. of Florida researchers "coaxed" lightning from the clouds using rockets and wire? Compare their methods with the historic experiments conducted by Benjamin Franklin in 1752. How are they similar/different? Have students investigate the circumstances of Mr. Franklin's experiments. Lead a class discussion of how the information gained from these experiments, old and new, has been used to improve safety in the event of a lightning strike.
5. How do clouds become electrically charged? Distribute the HANDOUT (pg 3) to student pairs. Challenge pairs to determine how clouds become charged by connecting the weather related concepts behind the three clues provided on the HANDOUT. Have students complete the diagram and write a brief explanation of their theories. Gather the class to share and compare ideas. Through discussion derive a unified hypothesis of cloud charging that students can verify through research sources. What happens in the clouds to cause a discharge of electricity in the form of lightning? Explain.

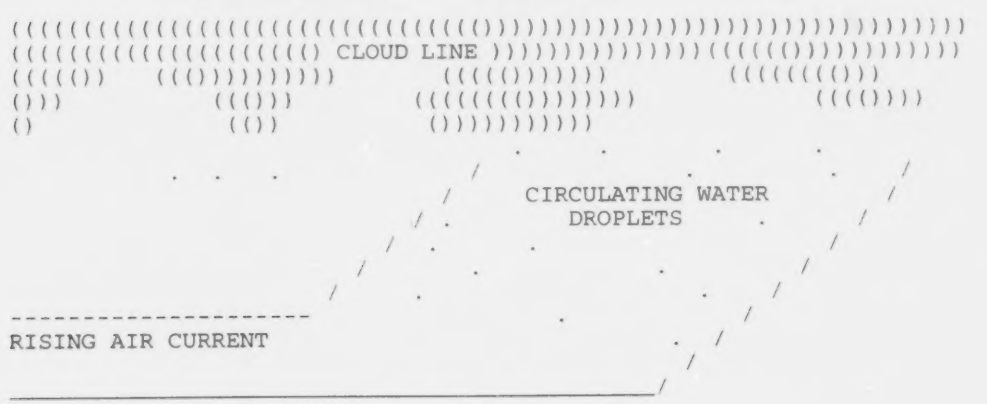
RIVERS OF ICE: PART II

6. Distribute the HANDOUT (pg 4). Working in groups, have students define/explain then use the terms given, and their notes from the first two parts of RIVERS OF ICE, to create a picture, 3-D model or class mural of a glacier. Instruct students to conduct research on the different life forms that live on or around the glacier and to show all the special features of the glacial environment. Display students' work in the classroom.

STUDENT HANDOUT: ELECTRIC CLOUDS

DIRECTIONS: How is the enormous electrical potential of a thunder cloud amassed? Using the 3 clues below, conjecture how a cloud becomes electrified. Modify and label the diagram to illustrate your ideas. Explain the process of "cloud charging" under your diagram.

CLUE 1. Thunderclouds form at the tops of large, rising air currents.
CLUE 2. Warm rising air cools. Cooler air can hold less water.
CLUE 3. Spray from waterfalls can become positively or negatively charged, depending on droplet size.



EXPLANATION: _____

_____

_____

_____

_____

What happens in the clouds to cause them to discharge electricity in the form of lightning? Under what circumstances might a similar, albeit smaller, discharge occur at ground level? Explain.

STUDENT HANDOUT: RIVERS OF ICE: PART II

DIRECTIONS: Define/explain and use the following terms plus your notes from Wednesday and Thursday to create a picture, 3-D model or class mural illustrating the Rivers of Ice. Show all the special features of the glacial environment. Research to discover the kinds of life forms that live on or around the glacier and include in your picture, model or mural. Use the terms below to label your model.

continental glacier

valley glacier

icefield

glacier

glacier ice

glacial event

glacier's movement

glacier surging

advancing/retreating

thermal inertia

crevasse

icefall area

glacial toe

lateral moraine

annual moraine

outlet valley glacier

cirque glacier

hanging glacier

blue color of glaciers
red and blue ends of the spectrum

ANCHOR DESK

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* Turner Adventure Learning examines the American immigrant *
* experience of the first half of the 20th Century with a live, *
* interactive Electronic Field Trip, Oct. 19-20. For more *
* information or to enroll, call 1-800-639-7797. *
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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		1:00
TOP STORY	2	U.S. Senator Bob Packwood resigns amid allegations of misconduct.	2:40
HEADLINES	3	ENDEAVOUR CREW TO RELEASE SATELLITES...	:20
EDITOR'S DESK	4	CNN NEWSROOM presents updates on "Operation Deliberate Force" and the Women's Conference.	3:20
NEWSROOM'S NEW TIME	5	Beginning Sept. 18th, CNN NEWSROOM will air from 4:30-5:00 a.m. EDT in the U.S.	:45
RIVERS OF ICE	6	(Part III) Glaciers can teach us many things about our world.	5:00
LOOK AHEAD	7	Next week: REALITY OF THE 'HOOD	1:00
CLOSE	8		:55

EDITOR'S NOTE: TODAY'S NEWS TERMS

Bob Packwood Senate Ethics Committee Senate Finance Committee
Bill Roth sexual harassment hydrologist Columbia River
salmon irrigate topography GPS McKenzie River Saskatchewan

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ANCHOR DESK

TOP STORY: RESIGNATION OF SEN. PACKWOOD

1. What events led to the resignation of U.S. Senator Bob Packwood yesterday? Why did the Ethics Committee vote to expel him? How could his resignation affect the Majority Party's fiscal agenda?
2. How does the U.S. Congress monitor its members' conduct? What procedures and penalties are in place for those who violate its ethical standards? Working in small groups, have students
   a. research to learn more about the ways that the Legislative Branch of the U.S. government regulates the behavior of its members;
   b. present their findings in chart or other graphic form; and
   c. discuss cases involving persons who have been disciplined via these measures.

   Ask: Does the present system work? If so, what makes it effective? If not, what changes would you suggest?

EDITOR'S DESK/NEWSQUIZ

3. Divide the class into 4 "NEWSBALL" teams. Read the directions on the NEWSQUIZ (pg 4) with the class and make sure each team understands how the game is played. As each group come up to "bat," it will select its own level of difficulty but you will choose which name or term to "pitch." Responses will vary but they must be based on events which occurred during the summer.

RIVERS OF ICE: PART III

4. How are glaciers connected to your ecosystem? Have each group
   a. research the role of glaciers in maintaining the global ecological balance,
   b. discuss its findings in class,
   c. choose a catastrophic scenario (e.g., sudden meltdown of the world's glaciers),
   d. illustrate the scenario's effects on your immediate ecosystem, using a flowchart or diagram, and
   e. present and explain its work to the class.
5. This segment cites "hidden stories" that glaciologists "read" in the Rivers of Ice. Challenge students to write stories that could be "hidden" in the glaciers, e.g., an anthropological story of early humans dealing with an ice age, a creation tale similar to Chapter 1 of James Michener's HAWAII, or a science fiction story about the modern world coping with a glacial "disaster." Share the stories in a class reading.

MEDIA LITERACY: "EDUCATING" MEDIA

6. Ask: What new information have you learned recently that came solely through the media? Discuss responses then distribute the HANDOUT (pg 3) to groups of students and allow them to review this week's series on glaciers. Encourage groups to work together to complete the handout, then reconvene the class and lead a discussion of the criteria students used to evaluate the importance of what they learned through the media.

STUDENT HANDOUT: "EDUCATING" MEDIA

DIRECTIONS: Media informs as well as entertains. Sometimes, media can educate in ways other sources cannot. Review this week's GLACIERS segments. Note information that was totally new to you and record your new understanding of glaciers on the lines below.

_____

_____

_____

Brainstorm other sources where the media teaches, (e.g., Science News in the N.Y. TIMES.) List the source, briefly describe the subject matter and what new thing you learned. Then, on a scale of 1-5 (lowest to highest), rate the importance of that information.

SOURCE: _____

SUBJECT: _____

NEW INFO: _____

_____

RATING: _____

SOURCE: _____

SUBJECT: _____

NEW INFO: _____

_____

RATING: _____

SOURCE: _____

SUBJECT: _____

NEW INFO: _____

_____

RATING: _____

"NEWSBALL"

DIRECTIONS: Below are people, places and terms derived from this summer's news headlines and ranging in difficulty from "SINGLES" to "HOME RUNS." Divide the class into 4 NEWSBALL teams, each of whom will give one fact when taking a turn "at bat." First, ask the team to try for a SINGLE, DOUBLE, TRIPLE or HOME RUN name/term. Allow 30 seconds for an answer. Score correct responses as follows: HOME RUN = 1 point, TRIPLE = 3/4 point, then move to the next team. An incorrect response gives a team 1 "out"; if a team accumulates 3 outs, it must sit out a round of questioning. Tally points to determine the winning team.

SINGLES

Serbs	Croats	Muslims	Boris Yeltsin	Atlantis
affirmative action		Phil Gramm	Warren Burger	Mickey Mantle
safe havens	Bosnia	veto	artificial satellite	Vietnam

DOUBLES

U.N. peacekeepers		Chechnya	normalization	NATO
"hilltop protests"		Surgeon-General	merger	Jerry Garcia
Warren Christopher		Humberto	cease-fire	MIR

TRIPLES

Scott O'Grady	Radovan Karadzic		rescissions	Krajina	G-7
UNPROFOR	nicotine	Srebrenica	Norm Thagard	war crimes	

HOME RUNS

Ratko Mladic	Djokhar Dudayev		Zepa	Nancy Currie
Budyonnovsk	Grozny	Halifax	trade war	capture

ANCHOR DESK

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* Over 12 million people of all religions, races and nationalities *
* passed through Ellis Island. Celebrate a history of cultural *
* diversity with your students by transporting them to Ellis Island*
* via Turner Adventure Learning Oct. 19-20. Call 1-800-639-7797. *
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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		1:00
TOP STORY	2	A plan for peace in Bosnia is punctuated by more NATO fire power.	3:30
HEADLINES	3	ENDEAVOUR RETRIEVES SATELLITE...	:30
REALITY OF THE 'HOOD	4	(Part I in the series) This week, NEWSROOM examines the reality of gang violence.	5:50
NEWSROOM'S NEW TIMES	5	Beginning Monday, Sept. 18th, set your VCR for 4:30-5:00 a.m. in the U.S. (CNN), 7:30-8:00 GMT outside the U.S. (CNNI).	:45
FUTURE DESK	6	A new high-tech tram system is just around the corner!	2:35
CLOSE	7		:50

EDITOR'S NOTE: TODAY'S NEWS TERMS

Tomahawk missile	air superiority	Banja Luka	cruise missile
gang violence	Gregory Davidson	civil war	Jim Brown

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ANCHOR DESK

TOP STORY: NATO ATTACK ON BOSNIA

1. What is meant by the term "high-tech warfare"? How does having such weaponry at its disposal make the international community a more effective force in subduing aggression? Have students work in groups to find out more about high-tech warfare, what kinds of weapons the NATO countries have at their disposal, and what these weapons can and cannot do. Share information. What might happen if the NATO countries did not have this technical superiority? How else could the international community effectively enforce its standards? Discuss.
2. In today's TOP STORY video the reporter, Jim Clancy, mentions the cost of each Tomahawk missile (about $1.3 million). What are other "costs" of global peacekeeping? Are some missions more "cost effective" than others?
   a. Divide the class into groups.
   b. Direct each group to choose any three global conflicts

(excluding Bosnia) and, through research, determine for each whether it is "worth" international community intervention. Groups should consider the

i. approximate dollar costs, if available, of such specifics as military hardware, transportation of troops/hardware and training.

ii. political implications of each possible mission: Does the peacekeeping effort have a base of support among the participating nations and their citizens? Is it "worth" the loss of life?

c. Have groups present their analyses to the class.

d. From all the conflicts and analyses given, have the class "prioritize" the possible missions for overall "cost-effectiveness."

Generate a class discussion about the problems associated with international peacekeeping and the dilemma over which global hotspots should/should not be the focus of those efforts.

REALITY OF THE 'HOOD

3. According to the script what was the original purpose of city gangs? Read the HANDOUT (pg 4). This tale of a member of Chicago's notorious Black Disciples is not unusual.

a. Use information from the video and from the life of Yummy Sandifer to explain why the turn in gang purpose from positive to negative was "inevitable."

b. Consider the lives of young people who are committed to gangs and the promises held out to them.

c. Work in small groups to devise effective alternatives to gang membership. Use your own "expertise."

d. Examine each others' ideas in class, choose the best one and identify a student or a student team to formalize the idea into a proposal to share with your town council.

PERSONAL RAPID TRANSIT

1. PREVIEWING: What do you think public transportation called "Personal Rapid Transit" would look like? How would it differ from Rapid Transit? How would it work and for what purpose? Where might it be found?

2. AFTER VIEWING: Compare your ideas of Personal Rapid Transit to the real thing. Use both your original ideas about PRT and the images and statements from the video to construct a Ben Franklin Close to determine the worth of PRT.

NOTE: A "Ben Franklin Close" is a simple 2-column comparison. One column lists positives about the subject under consideration. Negatives are listed in the parallel column. Weight or importance can be assigned to each entry as a number based on a scale of 1-5. By comparing the 2 columns numerically (either by accumulated weight or by a simple entry count per column), the subject can be evaluated.

3. In the last 100 years what other transportation devices have been scorned by the public while still "on the drawing board"? Brainstorm a list in class for 5 to 10 minutes. Then discuss the each item's record of success. Which items turned out to be highly successful, or for which items was the scorn justified? Explain, giving consideration not only to the devices' purpose but also to their effect on the environment.

a. In small groups, design transportation devices for the future that will improve on the concept of personal rapid transit. REMEMBER, your devices must meet the standards: "No waiting in line, no impossible traffic, no standing room only ... faster, cleaner and safer ways to travel."

b. Share your ideas in class and, by a straw vote, choose the one most likely to succeed.

CHALLENGE: Create a model and write a brief proposal to develop one idea for a class Transportation of the Future Fair.

4. Work together to describe situations in which PRT would be especially useful. Consider small towns, rural areas, cities, suburbs, college campuses, etc. Under what circumstances would PRT as it exists in Rosemont NOT be particularly useful? Why not? Choose one of these "unworkable" situations. Work in small groups to design modifications to Rosemont's PRT to make it suitable for your chosen situation. Share ideas in class.

---------- EDITOR'S NOTES: TODAY'S NEWS TERMS ----------

PRT Smart Cars elevated rail prototype pie-in-the-sky

STUDENT HANDOUT: YUMMY'S LIFE

A year ago Robert "Yummy" Sandifer died under a dark Chicago viaduct with two bullet wounds in the back of his head. He was the target of fellow gang members for whom he had become a liability. To many in Yummy's world, his death was inevitable and even deserved. "Nobody didn't like that boy. Nobody gonna miss him," said an acquaintance, Morris Anderson. Local store owners characterized him as a "bully, crooked, always in trouble...He stood out there on the corner and strong-armed other kids."

Chicago's mayor saw Yummy as one of the many children in the city who had "slipped through the cracks" of Chicago's social and penal institutions. His life history is not unusual. It could be easily interchanged with the records of thousands of other American kids. His teenage mother was addicted to drugs at his birth. During his short life she was in and out of jail on prostitution charges. His father was serving time in jail when Yummy was killed.

As a baby Yummy suffered appalling abuse. He was covered with scars from cigarette and radiator burns and from beatings, probably with an electric cord. His school attendance record is riddled with absences. By the time he had reached his teens he had been arrested over and over again. He shuttled between homes and detention centers and safe houses maintained by his gang.

A year before his death an examiner with the city of Chicago evaluated Yummy's psychological health. The examiner reported him to be a "child full of self-hate, lonely, illiterate and wary." He continued: "There was not much doubt about how he came to be that way -- only about whether anyone or anything could save him."

Although some saw Yummy as an incorrigible criminal, others saw a gentler side. According to LuLu Washington who sold Yummy the candy he loved: "Yummy just wanted love. He'd say thank you, excuse me, pardon me." Ollie Jones-Edwards adds: "It always meant trouble when he was with a group. If he was alone, he was sweet as jelly."

Yummy's membership in the Black Disciple gang had provided him with plenty of work from car theft and drug-running to extortion and credit-card fraud. It also guaranteed him a short life filled with violence and clashes with the law. Yummy's problem with his gang family was the death of 14-year-old Shavon Dean. Believing Yummy to be her murderer, police had been hounding the gang and its turf. Ultimately the gang reneged on its promise to protect. Not only did the gang not protect Yummy, they were his murderers.

ADAPTED: "Murder in Miniature" by Nancy R. Gibbs. TIME, 09/16/94.

Tuesday, September 12, 1995

ANCHOR DESK _____ _____

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*  Immigrants to the U.S. have fought to preserve their heritage     *
*  while struggling to assimilate into American society.  Turner     *
* Adventure Learning examines this phenomenon during an electronic   *
*   field trip to Ellis Island, Oct. 19-20. Call 1-800-639-7797.      *
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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		1:00
TOP STORY	2	Delegates to the Women's Conference reach an agreement on women's sexuality rights.	3:10
HEADLINES	3	RUSSIA CALLS FOR PEACE TALKS IN SERBIA... SATELLITE PROBLEMS PLAGUED ENDEAVOUR...	1:15
WHERE IN THE WORLD?	4	In this Islamic nation, 2/3 of the population over the age of 15 is literate ... Indonesia.	1:15
INTERNAT'L DESK	5	The right to free speech isn't guaranteed everywhere.	2:25
AROUND THE WORLD	6	A referendum in Canada will determine Quebec's future: Are they in or out of the union?	:30
NEWSROOM'S NEW TIME	7	Beginning Sept. 18th, CNN NEWSROOM becomes a half-hour show, airing at 4:30 a.m. EDT.	:45
REALITY OF THE 'HOOD	8	(Part II) James Brown's prevention program, Amer-I-Can, shows real promise.	3:40
CLOSE	9		1:00

EDITOR'S NOTE: TODAY'S NEWS TERMS

paternalistic colonial racism feudal social structures Amer-I-Can

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ANCHOR DESK

TOP STORY: INTERNATIONAL RIGHTS OF WOMEN

1. After viewing the video how would you define: "the right to control their [women's] sexuality"? What decisions/protections would such a right award to women? On the basis of this list, decide your stand on this resolution: Do you support it 100% or do you support it with reservations? Explain.
2. Thomas Jefferson implies in the Declaration of Independence that equality bestows the inalienable right to "life, liberty and the pursuit of happiness." If that is true, explain how "the right to control sexuality" is a prerequisite to equality.
3. Throughout the world, at various times in history, men have controlled decisions about sexual matters, from intercourse to pregnancy. This was based on the legal premise that men, as the official heads of households, owned and were, therefore, responsible for all other members of the household or family, including the women.

BEST COPY AVAILABLE

a What historic circumstances, from religious belief to common practice, convinced both men and women to accept and even support this practice?

b. In your opinion, is the practice valid today? List specific circumstances to support your opinion.

c. Be prepared to give an extemporaneous speech (1-2 minutes) in class in support of your views.

4. The International Women's Convention is concerned with equality for women. In search of this overall goal they are struggling with many equality issues. Which three issues are named in this report? What others can you add from previous viewing? If you were told that one-and-only-one of these "equality goals" could be successful, which one would be most likely to guarantee the eventual success of the others? Explain.

REALITY OF THE 'HOOD (PART II)

5. What is a role model? What characteristics does a person need to be a successful role model? Explain. Use the answers to these questions to explain the importance of Amer-I-Can's policy to target gang role models to their success.

6. Ultimately, many gangs commit criminal acts ranging from theft to murder. One school of thought in America today believes that tougher crime and punishment laws will eradicate criminal activity, including that of gangs. A second believes that prevention programs such as Amer-I-Can are more likely to be successful in bringing crime statistics down.

a. Research recent periodicals such as TIME and NEWSWEEK to discover statistics and information on success rates for both prevention programs and tougher crime laws.

b. Using your own experience, information from the video and other research, debate:

RESOLVED -- Prevention programs present the most likely solution to America's problems with gang crime.

INDONESIA'S BANNED WRITER

1. BEFORE VIEWING: Why do governments sometimes "ban" certain writings and other forms of artistic expression?

2. AFTER VIEWING: Why have Pramoedya's books been banned by the Indonesia? What are some of the themes of his works? How has his work brought him both punishment and praise?

3. Pramoedya says of his writings, "I want to show how we became like this--through history. If we are not aware of it, we can never chart our future and how to get there." Why do you think his view of history so angers the authorities? Can you think of any other artists whose perspectives have caused them to be labelled "outlaws" by their own governments? Explain.

4. Two predominant themes in Pramoedya's writings are colonial racism and feudal social structures. Why are these "hot issues" in many Asian cultures?

a. Have students work in groups to research these issues from the Asian perspective, including how each has played a role in the development of some Asian societies.

b. Generate a class discussion about social/political issues that are sensitive topics in other cultures.

c. Challenge students to examine in discussion all sides of the following question: Is it better for the culture to encourage expression of different views on these topics, or does this expression threaten the culture?

d. At the end of their discussion, help students compose a class policy statement on this issue.

5. Assist student groups in a survey of writings that challenged (or presently challenge) accepted standards, principles or beliefs of any time in history.
   a. Distribute the HANDOUT (pg 4) to the groups and have them locate 3 examples of such writings from any genres.
   b. Have groups record the work's title, author and major themes/ideas on the HANDOUT .
   c. Have groups share their findings and discuss the effects of each author's response to the particular social, economic or political circumstances of the time.

   Challenge students to choose one work and write essays in the persona of someone living in that period, or responding to a present-day situation as the author of that work.

----------EDITOR'S DESK: TODAY'S NEWS TERMS----------

BACKWARD CURRENT oppression leftist communist Indonesia

STUDENT HANDOUT: "THE PEN IS MIGHTIER..."

DIRECTIONS: Part I: Search for at least 3 writings, completed at anytime in history, that challenged the accepted standards or principles of the time. These writings may be from any appropriate genre, such as political philosophy, literature, drama, etc. If time permits, read each selection or locate and read a synopsis of the work. Below, identify each work, author and its major ideas.

1. TITLE OF WORK:_____

   AUTHOR(S):_____

   MAJOR THEMES/IDEAS:_____

   _____

   _____

2. TITLE OF WORK:_____

   AUTHOR(S):_____

   MAJOR THEMES/IDEAS:_____

   _____

   _____

3. TITLE OF WORK:_____

   AUTHOR(S):_____

   MAJOR THEMES/IDEAS:_____

   _____

   _____

Part II: Discuss the circumstance under which each work was written. How did the authors respond to specific political, economic or social situations in their writing? How did these writings affect the people of that time?

Part III: Choose any one work cited above and either (a) write an essay, acting as a person who lived at that time and responding to the author's ideas; or, (b) write a paper, acting as the author, expressing "your" views of a particular social, political or economic situation today.

Tuesday, September 13, 1995

ANCHOR DESK

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TOP STORY: BOSNIA

1. Describe the "bitter compromise" that Bosnian government officials have accepted to end the war. Why do the Bosnians seem resigned to the peace initiative backed by the UN/NATO policy?
2. What is the point of view expressed by Mustafa Imamovic, the Bosnian historian? Act as Imamovic as you write the page in a future Bosnian history text that describes the current peace initiative and its impact. Consider past CNN NEWSROOM programs and other news sources as you select quotes and images to include on the page.

CHALLENGE: Historiography is the study of ways historical events are viewed from different perspectives of time or place. Rewrite the history text page for a future Serbian text or U.S. text. Would these pages differ from Imamovic's view? Explain.

REALITY OF THE 'HOOD (PART III)

3. Guide a short discussion (5-10 min.) on the question: Is it better to fight crime among America's youth with tougher laws or with preventive programs such as Amer-I-Can?
   a. Divide students into an even number of teams and have them read and categorize the statements on the HANDOUT (pg 4).
   b. Divide the groups between the two sides of the question and discuss research techniques they will use to complete the directions on the HANDOUT.
   c. Remind them to consider the information they have. Is anything missing that would strengthen their side or refute the arguments of the other side? Have them add these concepts to their research.
   d. Hold a round-robin elimination debate until one team wins.
4. Guide students to get involved online! America Online will have a special conference room set up for CNN NEWSROOM users to discuss "Reality of the 'Hood" with Jim Bacon and special guests.

   WHERE: America Online
   WHEN: Today at 7:00 - 7:45pm ET
   HOW: Key Word: CNN NEWSROOM
   Click on: LIVE EVENTS
   CENTER STAGE

**********SPECIAL REMINDER**********

Beginning Monday morning, September 18,
CNN NEWSROOM moves to a new time:

4:30 to 5:00am ET.

Re-set your VCR!

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NEWSPAPER EVOLUTION

1. BEFORE VIEWING: How have newspapers changed in your lifetime? Why do you think they have made these changes?

2. AFTER VIEWING: How is the Sarasota HERALD TRIBUNE "delivered"? Why has the paper ventured into the broadcast news business? How else are some newspapers expanding their markets?

3. How does one access a newspaper "on-line"? Use this opportunity to introduce your students to the world of on-line publications by having them work in groups on computers with on-line services (America Online, Compuserve, etc.). Challenge each group to locate and list as many on-line periodicals as they can find, share their lists, and explain the steps a user would take to find each publication. Do students feel that computer access for periodicals is a good business idea? Is it a consumer-friendly idea? Why/why not? Discuss.

4. According to the video, newspapers are becoming "more explanatory and interpretative." Have students work in groups to find examples to support this claim. Have groups cut out articles and features that explain and interpret the news and share their examples. Challenge each student to listen to a broadcast news story, then conduct research and write a brief (2-3 minutes) explainer or background piece for that story. Have each student present his/her explainer. How does a newspaper's use of explanation and interpretation help it to "sell" the news? Discuss.

5. How do newspapers finance their on-line efforts? Have the class brainstorm a list of ways newspapers can raise revenue for their leap into cyberspace. Then have the class rank the methods of revenue-raising from most to least cost-effective. Acting as advertising executives for an on-line newspaper, have students write brief papers explaining how they would attempt to convince certain businesses that advertising dollars for on-line publications are dollars well spent.

6. Divide the class into groups. Have each group draw up a list of the advantages of on-line vs. print media for the consumer. Have groups share their lists, then each devise and present an ad campaign designed to boost on-line subscriptions.

----------EDITOR'S DESK: TODAY'S NEWS TERMS----------

broadcast news modem on-line newspaper revenue leverage

STUDENT HANDOUT: THE SOLUTIONS DEBATE

DIRECTIONS: In small groups, read and categorize the statements below. Do they support crime prevention strategies that 1) increase spending on prevention programs (Amer-I-Can) or 2) increase the use of tougher laws such as the Three Strikes Law? Find statistics to support the concepts and sentiments in the statements. Use these statements, information from the CNN NEWSROOM gang series and your research to participate in a class debate: RESOLVED -- Preventive solutions are the best way to stop crime among America's youth.

THE CHICAGO TRIBUNE: "CRIME RATE AMONG TEENS SOARS, U.S. SAYS"
September 8, 1995 "The number of juveniles between 10 and 17 who have committed homicides has more than doubled to 2,202 in 1991 from 969 in 1984. If those rates continue 260,000 juveniles will be arrested in 2010." -- Attorney General Janet Reno

TIME: Cover Story, November 11, 1994
"THE DEBATE: SOME OPPONENTS, BUT MANY FANS"

- "Researchers of the University of Pennsylvania found that among juvenile delinquents in Philadelphia 6% of repeat offenders accounted for 70% of all violent crimes."
  -- Professor Marvin Wolfgang, University of Pennsylvania

"GOING SOFT ON CRIME"

- "The law (Three Strikes Law in Wisconsin) don't make no difference to me because I ain't gonna get caught. I mean, if I really thought I was gonna get caught, I wouldn't commit a crime in the first place, now would I?"
  -- Sneakers, 21-year-old twice-convicted felon
- If I wasn't in the program, I'd be in one of those gangs. Or dead."
  -- Iman Reed, 16-year-old gang member and convicted felon
  Iman is in a Big Brother program pairing him with a police detective. After 5 years in the program he is pulling down As and Bs in school and has his sights set on a law degree.
- "Some of the early reports we're getting from various states about three strikes are not very encouraging. States are having to project a doubling or tripling of their state prison populations."
  --Bobbie Huskey, President, American Correctional Association
- "In Dallas police recorded a 26% drop in juvenile arrests after a gang-intervention program sponsored by 17 civic organizations

began reaching out to 3000 youths in 1989 with education, recreation and job-training programs."

* "Approval for the 3 Strikes Law is based on the public's contempt for a system that allows violent repeat offenders to be repeatedly released after serving only a fraction of each sentence."

Thursday, September 14, 1995

ANCHOR DESK

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* Beginning Monday, Sept. 18th, CNN NEWSROOM brings you a second *
* 15-minute segment titled WORLDVIEW. This special daily inter- *
* national segment will be derived from news coverage from CNN's *
* 20 international bureaus. See pg. 2 for more information. *
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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		1:00
TOP STORY	2	Women's Conference delegates fight one more war of words.	2:55
HEADLINES	3	U.N. SECURITY COUNCIL CALLS FOR AN END TO MILITARY OFFENSIVES IN BOSNIA...	:20
SCIENCE DESK	4	-There's more trouble for ENDEAVOUR... -Solar-gazing is a hot item here on Earth.	2:40
NEWSROOM'S NEW TIMES	5	Beginning Monday, Sept. 18th, the expanded CNN NEWSROOM will air from 4:30-5:00 a.m. ET.	:45
REALITY OF THE 'HOOD	6	(Part IV) "Rockhead" Johnson shares the "reality of the 'hood" with others to help them avoid the same path.	5:10
ONLINE FORUM	7	Highlights from yesterday's online chat about gangs...	1:00
LOOK AHEAD	8	TOMORROW: INTERNATIONAL BASEBALL	:30
CLOSE	9		:40

EDITOR'S NOTE: TODAY'S NEWS TERMS

platform Koran inheritance rights "sexual orientation"
semantics empowerment "Rockhead" Johnson motivation Folsom

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SPECIAL NOTICE!

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* DON'T FORGET to set your VCR this Friday for NEWSROOM'S new time *
* beginning Monday, Sept. 18th: 4:30-5:00 a.m. ET in the U.S., *
* 0830-0900 GMT outside the U.S. *
* REMEMBER that the CNN NEWSROOM GUIDE will begin consisting of *
* FIVE pages to accompany the expanded NEWSROOM/WORLDVIEW program *
* on Monday, Sept. 18th. Questions? Call 1-800-344-6219. *

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TOP STORY: WOMEN'S CONFERENCE

1. What was the focus of the final "war of words" at the Women's Conference in Beijing? What other hot issues hounded the delegates until the end of the conference? Explain some of the opposing views of these issues.
2. How does one's choice of words determine the message another hears? Have students work in groups to generate lists of idioms and expressions in different languages.
   a. Have groups present their lists of phrases and discuss both their literal and figurative meanings. Does a "horse of another color" really mean what it says?
   b. Have students who are knowledgeable in different languages present and translate, both literally and figuratively, idioms in those languages.

   Conclude with a discussion of the impact of word choices on international decision making, as in this conference. Even if they agreed on all the issues, how could confusion over word meaning/interpretation often undermine delegates' best efforts?
3. U.N. Secretary-General Boutros Boutros Ghali has stated that he will implement immediately whatever the conference recommends. How effective could that implementation be? Have groups of students research the role of the U.N. in implementing and enforcing policy, and share their findings in a class discussion. Given their findings, do students feel that any agreements reached by the conference delegates can be effective on a global scale? Challenge students to write essays addressing this question.

REALITY OF THE 'HOOD (Part IV)

4. Who is Rudolf "Rockhead" Johnson? What circumstances led to his life as a "Crip"? How did he turn his life around?
5. Replay the video for students. Direct them to take notes on the life of "Rockhead" Johnson. Then have each student choose any day in the life of "Rockhead" and write a diary entry for that day. Have students share their work. What kept Mr. Johnson going as a young gang member? What motivates him now? If you were "Rockhead" Johnson, would you want to "erase" any pages from your diary? Discuss.

BACKYARD UNIVERSE: SOLAR ASTRONOMY

1. BEFORE VIEWING: Of what is the sun composed? How might physical changes in the Sun affect conditions on Earth?

2. AFTER VIEWING: How might scientists have concluded that the sun follows an 11-year cycle? What are some of the features of this cycle? What impact does the current phase of the sun's cycle have on the Earth? Why?

3. Distribute the HANDOUT (pg 4). Have students use information from the video or their own research to:
   a. Draw a cut-away diagram of the sun, showing the features named on the labels.

b. Explain the terminology of each label.
Share and have students explain features of their diagrams. Lead a class discussion. Speculate with the class as to the possible structure of other stars. How might the composition, structure and matter of other stars be different? How might they be similar? How could further solar research help answer these questions? Encourage student to use information from the video and from their own research in their answers.

4. Have students create simple sun observatories:
   a. Distribute sheets of 1 ft sq white card, enough for 2 per persons, scissors, aluminum foil, tape and pins.
   b. Have students then:
      i. Cut 1/2 inch diameter holes in one card sheet.
      ii. Tape a piece of foil over the hole.
      iii. Poke a pinhole through the foil.

   On a clear day, take the class outside with their observatories. Let sunlight fall through the pinhole sheet, creating an inverted image of the sun on the other sheet. Encourage students to move the cards closer or farther apart to magnify or clarify the image made.

5. Create a class sun watch station. Have teams use news resources and their sun observatories to collect data on a regular basis throughout the term. Teams should note global and local weather patterns and develop a schedule of regular sun observations. Have teams maintain journals of their observations and weather reports, posting the latest or most interesting on a classroom bulletin board. Conduct weekly discussions of phenomena observed and their probable causes and effects.

---------- EDITOR'S NOTES: TODAY'S NEWS TERMS ----------
aurora Northern Lights magnetic field radiation atomic particles

STUDENT HANDOUT: SHEDDING LIGHT ON THE SUN

DIRECTIONS: Using information from the video or your own research, draw a cut-away diagram of the sun below. Show in your diagram all of the named features of the sun. Draw lines between each label and its place on the diagram. Explain the terminology of each label.

1. Solar Flare	2. Sun Spot	3. Photosphere

4. Core	5. Corona

6. Chromosphere	7. Solar Wind	8. Prominences

1. _____
2. _____
3. _____
4. _____
5. _____

6. _____

7. _____

8. _____

Using the information you have gathered, speculate with classmates as to the possible structure of other stars. How might the matter, composition and structure of other stars be different? similar? How could further solar research help answer these questions? Discuss.

Friday, September 15, 1995

ANCHOR DESK

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* Beginning Monday, Sept. 18th, CNN NEWSROOM brings you a second *
* 15-minute segment titled WORLDVIEW. This special daily inter- *
* national segment will be derived from news coverage from CNN's *
* 20 international bureaus. See pg. 3 for more information. *
****

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		1:00
TOP STORY	2	NATO declares a 72-hour halt to the bombing.	3:35
HEADLINES	3	MARILYN BATTERS BARBADOS; MEXICO CITY DIGS OUT FROM UNDER A 6 TO 7 MAGNITUDE EARTHQUAKE.	1:30
EDITOR'S DESK	4	-China conference participants to vote on a "revolutionary" document. -Endeavour's crew to return to Earth with "evolutionary" chips.	2:35
NEWSDATE	5	1990 ... 1994 ...	:30
NEWSQUOTE	6	"Whoever wants to know the heart and mind of America had better learn baseball...." Jacques Barzun, French Historian	:30
BEYOND THE GAME	7	"America's pastime" goes more international, as scouts search beyond N. America's borders.	3:30
LOOK AHEAD	8	Next week: CNN NEWSROOM adds WORLDVIEW to its menu, beginning with a journey to Ethiopia.	1:15
CLOSE	9		:55

EDITOR'S NOTE: TODAY'S NEWS TERMS

Slobodan Milosovic Radovan Karadzic Ratko Mladic Alija Izetbegovic

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TOP STORY: BOSNIA BOMBING HALT

1. How long is the NATO halt in the bombing of Serb targets? On what does an additional period of peace depend?
2. What are the five points negotiated by U.S. Asst. Secy. of Sate Holbrooke and the Serb and Bosnian Serb leaders? As students recall the specific details of each point, record these on the board or on a large sheet of paper. Replay this video segment and have students point out and write down any language used that could be considered ambivalent or subject to more than one interpretation. Discuss these words/phrases and the potential repercussions due to inexactness.

EXTENSION: Challenge students to monitor news media for the period of the bombing halt for compliance and for reactions by other nations. Discuss the outcome at the end of this period.

3. Divide students into groups. Have them search news media for background information and the positions taken by each of the principals in the Bosnia drama named in this segment. Then, simulate a meeting where each attempts to get as much for his "side" as possible. As a whole class, discuss and predict the outcome of this latest attempt at peace and how each of the "players" is most likely to act.

TEACHER RESOURCE: THE NEW CNN NEWSROOM & WORLDVIEW

4. Teachers, please see page 3 for important information about CNN NEWSROOM's new times and format, beginning this Monday!

EDITOR'S DESK/NEWSQUIZ

5. Distribute the NEWSQUIZ (pg 4). Tell students to pretend they are producers for CNN and that they are trying to compile a wrap-up of the week's news.
   a. Remind them of the questions journalists ask themselves as they "get the story": WHO? WHAT? WHERE? WHEN? WHY? HOW?
   b. Direct students to work independently to come up with remaining words or phrases to briefly answer the questions in each WHERE? box. Students' answers will vary.
   c. Then have each student choose one story and conduct research to explain the HOW of that story, writing his/her explainer as a brief lead-in to that news package.

BEYOND THE GAME: INTERNATIONAL BASEBALL

6. Why are U.S. baseball teams pursuing international players? Why do you think there are athletes outside the U.S. who want to play Major League Baseball? Who is Hideo Nomo? How would you explain his phenomenal success in the Majors?
7. The athletes in this video share a common love for the game of baseball. They understand the rules and strategy of the game, in any language. Ask students: How do you think some of them learned the game? How would you explain a relatively new game to others? Have students work in groups to each choose and research a sport or game of which students know little and challenge groups to "teach" that game to the class.

TEACHER RESOURCE: THE NEW CNN NEWSROOM and WORLDVIEW

This year, there are some exciting changes in store for you and your students. Beginning Monday, September 18, CNN NEWSROOM will become a half-hour program. The first 15 minutes of the show will remain the same, containing the news of the day and special features. The expanded edition of CNN NEWSROOM will include a second, independent, 15-minute segment entitled "CNN NEWSROOM WORLDVIEW." Using the resources of CNN news bureaus throughout the world, NEWSROOM will transport your students to a variety of locations throughout the global village. To accompany this new program format, the CNN NEWSROOM GUIDE will also be expanding, to 5 pages beginning Sept. 18th. The 5th page will focus on the WORLDVIEW segment and contain questions, activities and resources geared to this new segment.

****

The expanded edition of CNN NEWSROOM will air at a new time. Beginning today, set your VCR for 4:30 - 5:00 a.m. Monday through Friday in the U.S. Outside the U.S., CNN NEWSROOM can be seen on CNN International from 0830 - 0900, Greenwich Mean Time.

****

How can CNN NEWSROOM and CNN WORLDVIEW fit your curriculum? Whether you are new to the program or a veteran user, you'll be happy to know that the curriculum connection is a major focus of the show. In addition to daily news, each day's program features a "Desk," a story geared to a specific curricular area.

Monday -- FUTURE DESK emphasizes the latest trends in technology.
Tuesday -- INTERNATIONAL DESK presents social studies classes with different perspectives on world cultures and issues.
Wednesday -- BUSINESS DESK
Thursday -- SCIENCE DESK.
Friday -- EDITOR'S DESK is a wrap-up and update of the week's news events.

The addition of the WORLDVIEW segment offers truly endless curricular possibilities.

Larry Blase, CNN NEWSROOM Producer, sums up what you and your students can expect: "On CNN NEWSROOM, we've always worked to make students aware of what's happening ALL OVER their world. Our new CNN NEWSROOM WORLDVIEW segment will allow us to really enhance those efforts, bringing to classrooms the struggles, triumphs, the unique cultures, of diverse peoples all over the globe."

*** So make sure to reprogram your VCR today for CNN NEWSROOM's *** new time and program length. If you have any questions, please call us at 1-800-344-6219.

WHO? WHAT? WHERE? ETC.

DIRECTIONS: Pretend that you are a CNN producer trying to put together a wrap-up of the week's news. You know that journalists always consider the WHO, WHAT, WHERE, WHY, WHEN and HOW of each story. Each "WHERE" below is the location of a particular news item featured this week on CNN NEWSROOM. Fill in a few words for each "WHERE" to answer the remaining questions that would give more details about the story.

WHERE? Bosnia	WHERE? Indonesia
WHO?	WHO?
WHAT?	WHAT?
WHY?	WHY?
WHEN?	WHEN?
WHERE? Beijing	WHERE? South Central Los Angeles
WHO?	WHO?
WHAT?	WHAT?
WHY?	WHY?
WHEN?	WHEN?

Choose any one story and answer a HOW question by conducting research then writing a brief explainer that might be broadcast as a lead-in to that story. Share your explainer with the class.

Monday, September 18, 1995

ANCHOR DESK

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:10	1:10
TOP STORY	U.N. grants the Bosnian Serbs a reprieve until Wednesday to remove heavy weaponry.	3:00	4:10
HEADLINES	HURRICANE MARILYN, TYPHOON OSCAR WREAK HAVOC	1:45	5:55
FUTURE DESK	Emergency systems increase speed and accuracy, some at the touch of a button.	2:55	8:50
AROUND THE WORLD	Pro-democracy candidates lead in Hong Kong balloting; Beijing threatens to annul results.	:30	9:20
BLACK HILLS	Part I: Calcite crystal formations create "jewel" effect in South Dakota's Jewel Cave.	3:50	13:10
NEWSDATE	...1793...1759...1810....	:30	13:40
CNN NEWSROOM CLOSE		1:20	15:00
CNN NEWSROOM WORLDVIEW OPEN		1:00	16:00
AFRICA: ETHIOPIA	The triumphant spirit of a brave people is evident in a small Ethiopian valley.	6:40	22:40
DID YOU KNOW?	The lost Ark of the Covenant is believed to be in Auxite, ancient kingdom of Ethiopia.	:30	23:10
RUSSIAN BUSINESS	Entrepreneurs are finding success in the risky arena of starting new businesses.	2:45	25:55
MUSIC IN CHILE	Musicians are taking classical music out of the theater and to the people.	3:30	29:25
CNN NEWSROOM WORLDVIEW CLOSE		:35	30:00

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ANCHOR DESK

* Over 12 million people of all religions, races and nationalities passed through Ellis Island. Celebrate a history of cultural diversity with your students by transporting them to Ellis Island via Turner Adventure Learning Oct. 19-20. Call 1-800-639-7797.

TOP STORY: BOSNIA BOMBING HALT

1. Ask students: What do you think is meant by the following statement from the video segment: "The best diplomacy is created on the ground"? What "lesson" learned is implied by the speaker? Based on what you already know about this three-year-old conflict, what other "lessons" do you think could be learned? Explain.

2. Why would the Bosnian government be committing a "strategic error" if it were to take advantage of its proximity to Banja Luka? Lead the class in a discussion of the effect world opinion has had on this conflict and the role such opinion has played in others. Brainstorm a list of conflicts in several areas of the world in the 20th century. Challenge students in groups to choose one such conflict and research the effect public opinion has played. In the groups' presentations to the class they should include direct quotes from news sources representing several of the world's nations.
3. Review with students the terms of the NATO bombing halt negotiated last week. Then replay this video segment and ask students to note areas of Serb compliance and/or non-compliance. Discuss these, then have students project the ultimate success or failure of this initiative based on current trends. Record students' responses. As a class, create a large timeline of recent events that can be posted in the classroom. As each time period ends, record in the space below that entry the most "on target" prediction/statement made by a student.

BLACK HILLS: NATURAL WONDER: JEWEL CAVE

4. Ask students: What features make Jewel Cave unique? Have you ever explored a cave? Ask volunteers to share their experiences, including any features that made the cave they visited unique. Then have each "explorer" indicate on a map the region where the cave can be found.
5. First, ask a volunteer to define the term speleology. Then, divide the class into work groups and replay this video segment. Have each student write down each cave term/feature mentioned and, in their groups, define and illustrate the terms/features.

---------- EDITOR'S NOTE: TODAY'S NEWS TERMS ----------

Banja Luka calcite crystals carbonic acid limestone boxwork

911 TECHNOLOGY

1. BEFORE VIEWING: Have you ever had to call for police, fire or medical help? If so, what was the response? About how long do you think it takes for police, medical or fire help to arrive at your door? Why do you think they cannot respond faster?

2. AFTER VIEWING: Why is time so important to those who deal with emergency calls? Explain how technology is helping some police and fire units to save more lives.

3. What is the global positioning satellite system (GPS)? How is one automaker using GPS technology to make traveling safer? Have students work in groups to learn more about GPS and how it works, and share their findings in a class discussion. Direct students to use this knowledge to write brief explanations of how GPS helps stranded motorists, as seen in the video.

4. If possible, arrange for a class trip to your local emergency response (police dispatch) center. Ask the individuals in charge to show students how the system works.
   a. Encourage students to ask questions about the positives and negatives of the system, including its effects on response time, the system's downtime, etc.
   b. When they return to class, have students talk about what they learned.
   c. Then divide the class into groups and challenge each group to come up with a list of ideas to "upgrade" the system they observed. (Students should ask themselves "What does this department need in order to become more efficient?")
   d. Have groups share their lists.

Challenge each student to write a letter thanking the department for its tour AND offering some ideas to improve the department's efficiency in the future.

5. Distribute the HANDOUT (pg 4) to groups of students. Direct each group to brainstorm another possible application of new technology (such as GPS) for use within the government, business or the private sector. Have groups use the questions on the HANDOUT to help them develop and organize their ideas. When groups are finished, have them share ideas, then draw or create models of their systems. Hold a "Hi-Tech Help" exhibit and display class work for other students to appreciate.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

911 GPS digital audio tapes dictaphone dispatch

STUDENT HANDOUT: HI-TECH HELP

DIRECTIONS: Today's FUTURE DESK shows you how local governments and corporations are putting technology to work in the interest of public safety. Think of another possible application for this kind of technology (such as GPS) within government, business or the private sector. Note your answers to the questions below to organize your ideas for implementing your idea.

What business or safety concern does your system address?

Explain how the present system in use operates. If there is no technical system currently in use in this capacity, explain why you think your system is needed.

Briefly explain how (in theory) your system will work:

Are there any possible downsides of the use of your system? How might you counter any objections to its implementation?

Share your ideas, then draw/design or build a model of your system. Hold a "HI-TECH HELP" exhibit in your classroom and display all the ideas for other students to examine.

AFRICA: ETHIOPIA -- ETHIOPIA: POLITICAL HISTORY

1. If you were in charge of resurrecting Ethiopia what issues would you address? Why? Which issues would you address first? Must some be addressed simultaneously while others can be put off to a later time? Explain. Meet in small groups to outline a plan to get Ethiopia back on track. Briefly, list the issues to be addressed in order of importance. Follow your outline to explain the logic behind your choices and their ranking.
2. Use the INTERNET connection to discover Ethiopia's national assets and deficits. In the role of Administrative Aide, prepare a report on the basis of your findings to be shared with new Prime Minister Meles Zenawi. Your report is intended to help him and his new government make the best use of his nation's resources as he leads Ethiopia's recovery from its recent, devastating past. REMEMBER: People are one of any nation's most important resources!

INTERNET: Telnet to: http://lcweb2.loc.gov/et_oo_oo.html

RUSSIAN BUSINESS -- RUSSIA: BUSINESS; ENTREPRENEURS: SMALL BUSINESS

3. Describe the attitude of Russian businessmen to their western investors. What are the pros and cons of this attitude for investors and Russian businessmen? Determine practical and ethical guidelines for hopeful western investors in Russia.
4. Nobel Prize-winner Albert Szent-Gyorgyi said, "Creativity is seeing what everyone else sees, but thinking what no one else thinks." What creative entrepreneurial ideas were named in the video? Most of these businesses are common in America. What makes them "creative" in Russia? On the basis of your answer, work in small groups to determine some creative business ideas for your own neighborhood. Conduct a straw vote in class to choose the best ones.

AOL: Reference Desk -- Searchable Publications: Search: Russian entrepreneur

MUSIC IN CHILE -- CHILE: CULTURAL RELATIONS; INSTRUMENTAL MUSIC

5. Music is considered to be a universal language of the spirit. Yet, many people believe that it takes practice to enjoy classical music. Why do you think Chilean natives had no difficulty enjoying the classical concerts? Depending upon the answer to this question, make a plan for home or in class to "learn" to enjoy classical music. Keep a record of your experiences in a musical diary.

PERIODICAL: "What's So Hard About Classical Music?" BILLBOARD, 09/10/94

----------EDITOR'S DESK: TODAY'S NEWS TERMS----------

resurrection free market economy entrepreneur classical music

Tuesday, September 19, 1995

ANCHOR DESK

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:10	1:10
TOP STORY: HONG KONG	Voters in Hong Kong may have had their last chance to speak up and be heard.	4:15	5:25
HEADLINES	BOSNIAN PEACE PROCESS AT RISK SHUTTLE ENDEAVOUR IS HOME SAFE	1:00	6:25
INTERNAT'L DESK	China's aviation industry experiences growing pains as it takes off financially.	2:50	9:15
AROUND THE WORLD	The U.S. and South Korea hold talks on car trades.	:30	9:45
BLACK HILLS	Part II: Devil's Tower National Monument has enchanted people for centuries.	4:30	14:15
CNN NEWSROOM CLOSE		:45	15:00
CNN NEWSROOM WORLDVIEW OPEN		1:00	16:00
AFRICA: ETHIOPIA	Relief groups help Ethiopia's Antsokia Valley revive from the 1985 drought.	5:30	21:30
DID YOU KNOW?	Hadar, Ethiopia, is home to 3 million-year-old australopithecine fossil "Lucy."	:30	22:00
USAID IN CAMBODIA	Cambodians jump-start their economy with the help of Georgetown University.	3:55	25:55
CARMEN MIRANDA	Despite controversy, Carmen Miranda is remembered as Brazil's biggest star ever.	3:15	29:10
CNN NEWSROOM WORLDVIEW CLOSE		:50	30:00

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ANCHOR DESK

* Over 12 million people of all religions, races and nationalities passed through Ellis Island. Celebrate a history of cultural diversity with your students by transporting them to Ellis Island via Turner Adventure Learning Oct. 19-20. Call 1-800-639-7797.

TOP STORY: HONG KONG -- THE LAST LEGISLATURE

1. Ask students: What is "ironic" about this election according to the CNN correspondent? Why do you think both the pro-democracy and pro-Beijing forces urged voters to vote? Consider the information in the video, as well as your knowledge of China's attitudes toward democracy. On which side would you cast your vote? Explain.

INTERNATIONAL DESK: CHINESE PILOT SCHOOL

2. Have students complete the HANDOUT (pg 3) to help them gain a basic understanding of some issues a "graduate" of the Chinese pilot school might face. Students should work in groups and use human and any other resources available to help them. After groups share their answers, generate a class discussion about other issues vital to the safety and comfort of the crew and passengers on long international flights.

THE BLACK HILLS, PART II

3. Illustrate a profile of your region:
   a. If you live in an area that rises through several biological zones such as Devil's Tower, create a profile showing the zones and their ecosystems.
   b. If you do not live in such an area, create a sequential set of drawings showing seasonal changes on the ecosystem.
4. The Black Hills have been host to the Native American tribes for many centuries. Their ancient legends and stories drew upon their relationships with the stark environment and its wildlife. These stories were more than simple histories or entertaining fables. They were used to teach meaning, explain reality or offer a way of understanding the world's dilemmas.
   a. Read the stories on the HANDOUT (pg 4) and analyze their symbolism in class. What pictures of real places do they bring to mind?
   b. Write/share aloud legends in the Native American style:
      i. explain the meaning of Devil's Tower to the lives of your people;
      ii. describe the creation of Jewel Cave shown in PART I of this series; or,
      iii. help the listener find a way to protect and share the Black Hills in this day and time.

---------- EDITOR'S NOTE: TODAY'S NEWS TERMS ----------

dismantle franchise O-rings phonolite porphyry biological zones

STUDENT HANDOUT: BEIJING TO NEW YORK

DIRECTIONS: You are a Chinese pilot preparing for your first commercial passenger flight from Beijing to New York. Consult human resources (flight operations personnel at an international airline, for example) and any other resources available to you to help you answer the following questions that you, as the pilot, will have to consider. Record your responses in the spaces provided.

1. What is the shortest geographic route from Beijing to New York? Will you take that route? If not, describe the route you are likely to take and explain why that one suits your purpose better.

2. What is the difference between "True North" and "Magnetic North"? How does this difference affect navigation?

3. You have been assigned a 747 for this flight. How much fuel does it hold? How much fuel (percentage) do you have to hold in reserve?

4. Determine the approximate distance in air miles (or kilometers) from Beijing to New York. Besides the information in Question #3, what else do you need to know in order to determine whether it is possible to fly non-stop from Beijing to New York?

5. Besides technical aviation knowledge, what kinds of general knowledge would you need, as a Chinese pilot landing in another country? (For example what language(s) must you know?)

Discuss additional issues that affect the safety and comfort of your crew and passengers on long flights. In what way are these "universal" issues? How might "pilot school" have prepared you to respond to these concerns?

STUDENT HANDOUT: LEGENDS OF THE PEOPLE

DIRECTIONS, PART 1: Read the story below. What is the significance of the characters in the story. What does Old Man Coyote represent? How does the tale reflect reality and the storyteller's perception of reality and relationship between the creatures of Earth? Do you think the storyteller thinks that his people's clever means of ensuring survival is attributable to their own prowess or is a gift of some higher power? Explain.

Once when Old Man Coyote saw some buffalo, he wanted to eat them and tried to think of a scheme to do this. He approached the buffalo and said to them: "You buffalo are the most awkward of all animals -- your heads are heavy, your hairy legs are chopped off short and your bellies stick out like a big pot." The buffalo said to him, "We were made this way." Old Man Coyote said to them: "I'll tell you what let's do -- we will run a race" -- and all went to the level place with a steep cut bank at one end. Old Man Coyote said to himself, "I will go and put my robe over the edge of the bank," and turning to the buffalo, he said "Just as we get to the place where my robe is we will all shut our eyes and see how far we can go with our eyes closed." The race was started, and just before getting to the robe, all of the buffalo shut their eyes and jumped over the steep cut bank and were killed, and Old Man Coyote feasted off the dead buffalo.

-- the Crow Nation

DIRECTIONS, PART 2: To many Native Americans there is no "better" or "worse," only different. That difference must be respected whether it's skin color, way of life or ideas. The Chumash have a story about this. Read the story then use it to explain the concept of "different" rather than "either good or bad." Do you think each of the specific animals in the story is significant in its placement? Why were the animals chosen and not others? Explain.

This story begins when a worm is eaten by a bird. The bird is eaten by a cat whose self-satisfaction is disrupted by a mean-looking dog. After devouring the cat, the dog is killed by a grizzly bear who congratulates himself for being the strongest of all. About that time comes a man who kills the bear and climbs a mountain to proclaim his ultimate superiority. He ran so hard up the mountain that he died at the top. Before long the worm crawled out of his body.

-- Kote Kotah, of the Chumash Nation

Excerpts from THE NATIVE AMERICANS, Thomas, David Hurst, et al, Turner Publishing, Inc. 1993, pp. 95 & 108.

NEWSROOM WORLDVIEW

AFRICA: ETHIOPIA--ECONOMIC POLICY; RURAL CONDITIONS

1. List actions people in Antsokia are taking to protect themselves from the devastation of the 1985 country-wide drought. Explain the short-term and long-term importance of each step. CHALLENGE: Search under the topics "Physical Setting,"

"Politics of Development" and "Regional and Local Government" within the INTERNET address below to write a more complete report and analysis of Ethiopia's potential for a successful comeback.

2. What reasons are given to explain the prolific tree plantings of trees? Compare images of this area before and after the drought. Find and read or listen to examples of African poetry and songs. Write a short poem in praise of trees, adopting stylistic features from your reading.

INTERNET: http://lcweb2.loc.gov/et_oo_oo.html

USAID IN CAMBODIA--TECHNICAL ASSISTANCE, AMERICAN; BUSINESS EDUC.

3. Use business textbooks to compare free market and communist economic systems. What concepts, attitudes and practices will students in Georgetown University's business classes have to "unlearn"? What must they learn instead? Explain.
4. What must an owner of a small business consider in order to keep his/her "money in/money out" figures "in the black"? In small groups, choose a business you might like to operate in school. Discuss the factors you must consider in order to turn a profit, outline a potential budget, then present your plan to the whole class for a "reality check." Did your group plan adequately for a positive flow of "money in/money out"?

INTERNET: http://www,jaring.my/atasia/camb_at_asia/cambodia/html/cambodia.html

CARMEN MIRANDA--BRAZIL: POPULAR CULTURE

5. Given Carmen Miranda as the primary symbol of Latin America, what would you expect that region of the world to be like? Explain. On the basis of your predictions debate the question: Was Ms. Miranda good or bad for Latin America's world image?
6. Choose one element of Brazilian culture -- music, literature, drama and dance. Research the INTERNET addresses below to read about your group's assigned element. Create a collage to distill and illustrate your findings. Share with others, then create a new Latin American symbol for the coming millennium.

INTERNET: http://www.brazilianmall.com/brazil/index.html
http://www.earthlink.net/-brazzil/index.htm

----------EDITOR'S DESK: TODAY'S NEWS TERMS----------

dust bowl australopithecine Khmer Rouge money in/money out

Wednesday, September 20, 1995

ANCHOR DESK

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:10	1:10
TOP STORY	Peacemakers in the Balkans agree there are diplomatic mountains still to be climbed.	5:10	6:20
HEADLINES	DEBATE RAGES OVER THE UNABOMBER'S MANIFESTO	1:00	7:20
NEWSQUOTE	"...It was as true as taxes is...And nothing's as true as them." --Charles Dickens	:20	7:40
BUSINESS DESK	Congress hopes to revise current estate tax law while overhauling the whole tax system.	2:10	9:50
ON THE TRAIL '96	GOP Presidential Candidates Debate from Manchester, NH, 8:00 PM ET, 10/11/95.	:15	10:05
BLACK HILLS	Part III: Among its other many natural attractions, the Black Hills had gold!	4:15	14:20
CNN NEWSROOM CLOSE		:40	15:00
CNN NEWSROOM WORLDVIEW OPEN		1:00	16:00
AFRICA: ETHIOPIA	Two American teens learn first-hand about life in recovering Ethiopia.	5:00	21:00
IRAQ TODAY	Five years after invading Kuwait, Iraq faces rising inflation and growing oppression.	5:00	26:00
NEWS TERM	Archipelago: a group or cluster of islands	:40	26:40
GALAPAGOS ISLANDS	The beautiful, pristine Galapagos Islands prove humans and animals can live in harmony.	2:40	29:20
CNN NEWSROOM WORLDVIEW CLOSE		:40	30:00

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ANCHOR DESK

* Over 12 million people of all religions, races and nationalities passed through Ellis Island. Celebrate a history of cultural via Turner Adventure Learning Oct. 19-20. Call 1-800-639-7797.

TOP STORY: BOSNIAN PEACE PROCESS

The following comments from U.N. Secretary General, Boutros Boutros-Ghali are excerpted from a CNN WORLD REPORT interview by Ralph Wenge. Use it as a background to the TOP STORY and two accompanying activities.

"In spite of the record of failed cease-fires, I believe that [only] diplomacy will be able to solve the Bosnian situation. This [negotiated peace] is what we are trying to do. This is the role of the U.N. As long as the member states...are not ready to do an operation of peace enforcement like operations were done in Iraq, the only way [to make peace] is to...negotiate.

The problem is that it will take time to solve this kind of dispute...It cannot be solved in 1 or 2 years. It takes a long time...perseverance....The war in Beirut took 14 years to be solved. Unless we want to intervene, there is no other solution.

We have had many successes with negotiated peace treaties: 1) Mozambique; 2) Angola; 3) Salvador; 4) Cambodia; and, 5) Cyprus. What made these situations different from Bosnia is that there was a political will among the two protagonists...to settle the dispute peacefully; and, we have been able to help them to do this. In Bosnia, there is no political will among the protagonists to settle the dispute peacefully. We cannot impose peace; we can help to maintain peace...to keep peace."

1. Consider the video segment in light of the above observations. Use information from the video and from previous reports on making and keeping the peace in Bosnia to illustrate Secy. Gen. Boutros-Ghali's assertions. CHALLENGE: Research one of the successful peacekeeping operations named by Boutros-Ghali and, through a comparison of the two situations, make predictions for the success and time frame of a negotiated peace in Bosnia.
2. Assume that the U.N. will be able to broker a lasting peace in Bosnia. What advice would you give Serbian, Bosnian and Croat neighbors to help them keep that peace?

BLACK HILLS: PART III

3. What "gold" remains in the Black Hills in terms of other natural resources -- people, dreams, memories, etc.? How would you use this gold to bring needed revenue to the area without damaging it? Outline a brochure to advertise this gold.

---------- EDITOR'S NOTE: TODAY'S NEWS TERMS ----------

diplomatic mountains peacekeeping unabomber placer gold homestake

ESTATE TAX REFORM:

1. BEFORE VIEWING: What can happen to a business when the owner dies? If the business is inherited by a family member, what financial obligations must be met or satisfied?

2. AFTER VIEWING: What is an estate tax? What is the current rate? Why has this posed a problem for many family businesses?

3. According to the video, what are some reasons for and against estate tax reform? Ask: Do you agree with either side? In small groups have students brainstorm lists of the possible economic ripple effects of
   a. a dramatic reduction in the estate tax and
   b. the current estate tax rate imposed on a small business valued at $700,000.

   Share lists, then call upon individual class members to state their opinions on estate tax reform and their rationale. Would an estate tax cut stimulate the economy, or would the resulting cutback in services cause serious economic problems?

4. How do governments in the U.S. raise operating revenue? Divide the class into 3 groups. Direct each to research the sources of revenue for either the federal, state or local government. Have each group present its information in pie graph form. Post the graphs in the classroom. Generate a class discussion about differences/similarities in revenue raising among the 3 levels of government and what ideas one level might "borrow" from the others.

EXTENSION: Have groups research revenue-raising methods currently used in other nations and discuss whether these methods would be feasible in the U.S. Would a federal ad valorem tax, for example, be a good idea in the U.S.? Why/Why not?

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5. Besides the estate tax, what other kinds of taxes are currently paid in the U.S.? Should any or all of them be subject to an "overhaul"? Distribute the HANDOUT (pg 4) to student groups. Have each group research and write brief explainers for each kind of tax listed and share its findings. Then direct each student to choose one tax, research it in depth and write an opinion paper on whether or not that tax is in need of reform. Students must state their rationale, how they propose to reform it, and suggest how to make up for lost revenue in the event of a tax reduction.

----------EDITOR'S DESK: TODAY'S NEWS TERMS----------
heirs estate tax assets U.S. Treasury "double taxation"

STUDENT HANDOUT: TAX ATTACK

DIRECTIONS: Besides the inheritance tax, the focus of today's BUSINESS DESK, what other taxes are used to raise revenue in the U.S.? Some of these local and federal taxes are listed below. Use your resources to explain/define each in your own words, including how each is calculated and its scope.

federal income tax:

FICA:

real estate taxes (for your area):

personal property tax:

federal excise taxes:

capital gains tax:

sales taxes (local):

After you have shared your findings with the class, select one kind of tax and conduct research to prepare an in-depth opinion on whether or not that tax should be "overhauled." If you think reform is needed, state how you would change that tax and how you would make up for any loss of revenue as a result of any tax reduction.

NEWSROOM WORLDVIEW

AFRICA: ETHIOPIA--QUALITY OF LIFE

1. It has been said of the lives of the American pioneers that, while life was certainly more difficult, it was a lot less complicated. What do you think this means? Could this same assertion be applicable to life in Ethiopia? Explain.

a. Working together, compare the lifestyles of teenagers in America and in Ethiopia. Consider basic necessities for life, daily schedule, sights and sounds, material possessions, attitudes and goals.
b. In what ways is each lifestyle "superior" to the other? Which would you prefer? Why?
c. What advice would you give Ethiopia's citizens as they begin to rise above the poverty level? Explain.

INTERNET: http://lcweb2.loc.gov/et_oo_oo.html

IRAQ TODAY--INTERNATIONAL LAW: SANCTIONS; IRAQ: ECONOMIC CONDITIONS

2. What is a trade embargo? How is it affecting Iraq's economy? Explain this "cause and effect" relationship. Is this a "smart" political move on the part of the U.N.? Why/Why not?
3. The international community's use of trade embargoes to force compliance to their wishes is well known. A good case in point is the embargo used to force South Africa to abandon the policy of apartheid. For what reason is the U.N. enforcing an embargo against Iraq? How does this differ from its use against South Africa? Use these two examples to formulate a U.N. policy listing the criteria you believe should determine the decision to enforce an international embargo on trade.

INTERNET: gopher://una.hh.lib.umich.edu:70/00/ebb/fac/iraq.fac

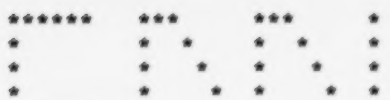
GALAPAGOS ISLANDS--NATURAL SELECTION; ECOLOGY: TOURISM

4. Research the first INTERNET address below to learn about Charles Darwin and his theory of natural selection. What did he observe on the Galapagos and its nearby South American shores that led him to formulate his theory? What evidence can you find in your own back yard to support his hypothesis?
5. Research the second INTERNET address to add to your knowledge of the area. What is there to see and do? Now, work with a small group to plan the ideal tour of the Galapagos Islands. Your tour must be environmentally friendly as well as physically feasible. CHALLENGE: Create tours for specific groups, i.e. biologists, UN observers, young children.

INTERNET: http://www.cs.swathmore.edu/-binde/jason/darwin.html
http://www.ecnet.ec/galasam/descrip.htm

----------EDITOR'S DESK: TODAY'S NEWS TERMS----------

poverty market place defecting trade embargo natural selection



Thursday, September 21, 1995

ANCHOR DESK

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:10	1:10
TOP STORY	Operation Deliberate Force is over, for now.	2:35	3:45
HEADLINES	HURRICANE ISMAEL TAKES ITS TOLL...	:20	4:05
WEATHER-WHYS	The summer of '95 brought some "weird weather" throughout the U.S.	2:20	6:25
LOOK AHEAD	Tomorrow: RED BADGE OF COURAGE	1:00	7:25
SCIENCE DESK	The Excimer laser is making eye surgery more effective than ever.	2:20	9:45
NEWSQUOTE	...from Ben Jonson, English playwright.	:20	10:05
BLACK HILLS	(Part IV) CNN NEWSROOM visits the oldest operating gold mine in the West.	4:20	14:25
CNN NEWSROOM CLOSE		:35	15:00
CNN NEWSROOM WORLDVIEW OPEN		1:00	16:00
AFRICA: ETHIOPIA	CNN reporter Bonnie Anderson is honored for helping the Ethiopian people in 1984.	4:00	20:00
FAMINE IN IRELAND	Over a century ago, a potato famine in Ireland almost wiped out a generation.	7:10	27:10
CUBAN EXILES	U.S. activists and Cuban exiles in Miami will try almost anything to oust Fidel Castro...even rock music.	2:20	29:30
CNN NEWSROOM WORLDVIEW CLOSE		:30	30:00

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ANCHOR DESK

Turner Adventure Learning examines the American immigrant experience of the first half of the 20th century with a live, interactive Electronic Field Trip, Oct. 19-20. For more information or to enroll, call 1-800-639-7797.

TOP STORY: NATO/BOSNIA

1. Why have NATO officials temporarily grounded Operation Deliberate Force? Why does NATO continue to "keep a close eye" on the Serbs? What circumstances could force the resumption of NATO air strikes?

2. How has the map of Bosnia changed since the NATO initiative? Have students work in groups to locate the most recent assessments of territories under the control of each side in this war, and draw maps illustrating those divisions. Has Operation Deliberate Force "tipped the balance" in this war? Discuss.

WEATHER-WHYS

3. According to forecasters at the NOAA, what conditions are associated with active tropical storm seasons? Do experts see a link between this "weird weather" and global warming? Explain.
4. Will this active tropical storm season be followed by a mild winter in your area? In groups, have students prepare charts and record data this winter on average daily temperatures, snowfall/rainfall measurements, etc., and compare the local statistics with the experts' predictions of a mild season.
5. Before weather satellites and NOAA, how did people prepare for severe weather seasons? Challenge students to find and present examples of forecasting methods in the past, such as reliance upon legends and commonly-held beliefs, and use of the FARMER'S ALMANAC as the sole source of weather information. Are any of these methods still used? Are they reliable sources of information? How do students think these compare to modern scientific methods for accuracy? Discuss.

BLACK HILLS (PART IV): THE HOMESTAKE GOLD MINE

6. Describe the gold mining process as seen in the tour of the Homestake mine. How is this a dangerous task?
7. Have each group of students
   a. choose any one mining town, past or present, anywhere in the U.S., and research its history; and,
   b. present histories of their towns, with pictures/drawings showing the changes the towns have undergone.

   Ask: What factors are responsible for transforming some mining towns into "ghost towns"? Why do some continue to prosper?

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------
compliance Tropics NOAA ore barring hoist metallurgy smelt

EASY EYE REPAIR

1. BEFORE VIEWING: What is laser light? How is laser light different from ordinary daylight? To what uses has laser technology been put?

2. AFTER VIEWING: Why is it important that a "cold" laser be used in delicate eye surgery? What types of vision problems can be corrected with Excimer laser surgery? What types of eye problems would be difficult to correct using this method? Why?

3. What is a laser? Have small groups of students investigate how a laser produces its intense beam of coherent, single color light. Challenge groups to show their understanding of laser concepts by creating wave diagrams, cutaway drawings or simple models. Display and critique student work. How might a "cold" laser, such as the Excimer, differ from one that produces heat? Discuss.

4. How does Excimer surgery correct vision problems? What types of vision problems is it designed to correct? After watching the video, distribute the HANDOUT (pg. 4). Have students complete the HANDOUT by:
   a. Drawing lines on the BEFORE diagram to represent rays from the LIGHT SOURCE. These rays should enter the eye. Their focal point relative to the retina should be commensurate with a myopic or near-sighted condition.
   b. Drawing ray lines in the AFTER diagram whose focal point, relative to the retina, should be commensurate with a post laser surgical, normal-sighted condition.

c. Indicating on the AFTER diagram where the laser cut in order to optically correct the eye and explaining in optical terms how the surgery altered the light ray path.

Have students share their diagrams and discuss other possible benefits or limitations of Excimer surgery for patients with poor eyesight.

5. In what other applications or technologies are lasers used? On a bulletin board, or in an area of the classroom, have students create a "laser wall" of pictures or products that use lasers. Suggest: CD ROMS, police speed detectors, etc. Distribute blank 3x5 cards for students to write brief descriptions of each of their "wall" additions. Lead a discussion about what different types of lasers are used in each application and why.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS ----------

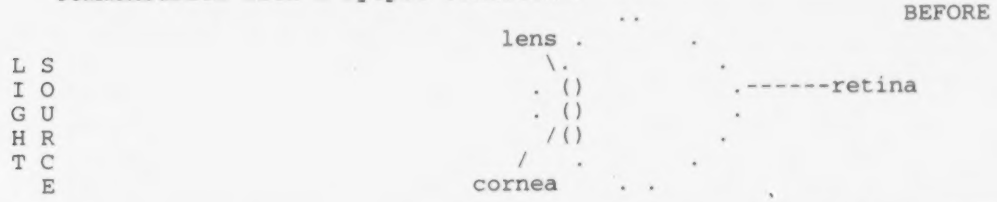
Excimer Hahnemann University cold laser corneal abnormalities

STUDENT HANDOUT: EYES RIGHT

DIRECTIONS: Complete the eye diagrams below by connecting the dots to form the cross section ellipse of an eye diagram. Then:

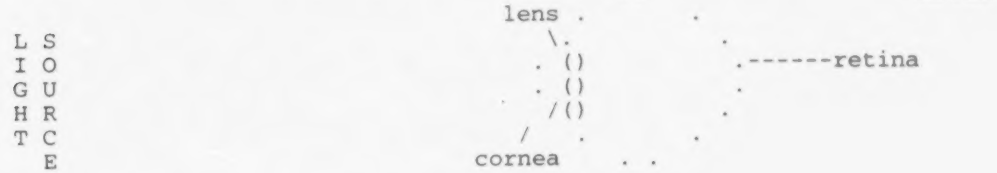
1. Imagine that the BEFORE and AFTER diagrams below represent the eyes of a patient suffering from myopia who then undergoes Excimer laser surgery. On the BEFORE diagram draw lines to represent rays from the LIGHT SOURCE. These rays should enter the eye. Their focal point relative to the retina should be commensurate with a myopic condition.

BEFORE



2. On the AFTER diagram draw lines to represent rays from the LIGHT SOURCE. These rays should enter the eye. Their focal point relative to the retina should be commensurate with a post-laser surgical, normal-sighted condition. Indicate on your diagram where the laser cut in order to optically correct the eye using a colored pencil or marker.

AFTER



Explain, in optical terms, how the laser "cut" alters the light ray path to improve vision.

_____

_____

_____

Share your diagram and discuss the following questions in class: What other types of poor eyesight conditions might be improved by such surgery? How? What conditions would be difficult to correct? Why? In what other ways might these conditions be cured?

AFRICA: ETHIOPIA--HISTORY, MENGISTU REGIME; HEROES & HEROISM: WOMEN

1. Read about the impact of the Mengistu regime on the Ethiopian people now and in the past. Add this history to information from the video to write a brief "apologia" for freedom of the press. Begin your paper with reporter Bonnie Anderson's remark: "As a journalist, I see my task as shining a light on darkness."
2. Define the term "heroine." Using information from the video, describe the characteristics and events that qualify Bonnie Anderson as a heroine to the Ethiopian people. Brainstorm a list of other heroines of the world; then, work with classmates to create a display centering on Ms. Anderson that explains the concept of heroism to observers.

INTERNET: http://lcweb2.loc.gov/et_oo_oo.html

FAMINE IN IRELAND--FAMINES: IRELAND; INTERNATIONAL RELATIONS

3. Research the first INTERNET address below to find information about Ireland's devastating potato famine. Then read Ireland's President Mary Robinson's speech found in the second INTERNET address. Write a brief analysis for your local newspaper on the relationship between this event and British/Irish politics today. Include your opinions about what should be done by both the British and the Irish to overcome the effects of this history.
4. Use local libraries to find ballads, poems and folk literature of Ireland. Then use information from the video to write an Irish ballad, folk tale or poem to commemorate lessons learned in the famine of 1845. Subjects can include immigration, international cooperation, colonial responsibility, loss of loved ones, genocide, and recovery/new hope.

INTERNET: http://www.infi.net/-cksmith/famine/PotatCom.html
http://www.ucd.ie/president.html

CUBAN EXILES--UNDERGROUND PRESS; EXILES: CUBA

5. Read some of the daily reports of Radio-Free Europe using the INTERNET address below. What was said and what impact do you believe the station hoped to have? Use history books to find and read programs from Radio-Free Europe from the Cold War years. On the basis of your reading, work in small groups to create a 30-minute, "generic" Radio-Free program for teenagers living in a nation suffering oppression by its leadership. What music will you use? On what will you report?

INTERNET: http://solar.rtd.utk.edu/friends/news/rferl/rferl91.html

----------EDITOR'S DESK: TODAY'S NEWS TERMS----------

humanitarian Tigray blight diaspora rhetoric protest rock

Friday, September 22, 1995

ANCHOR DESK

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:10	1:10
TOP STORY	A New York jury deliberates the fate of ten accused terrorists.	3:35	4:45
HEADLINES	SIMPSON TRIAL UPDATE...	1:00	5:45
EDITOR'S DESK	NEWSROOM presents the latest on the Bosnian War and Hong Kong elections.	3:05	8:50
OUR WORLD	U.S. leaders get a GLOBE demonstration.	:30	9:20
RED BADGE OF COURAGE	This year marks the 100th anniversary of Stephen Crane's classic war novel.	5:20	14:40
LOOK AHEAD	Next week: KILLER WHALES	:40	15:20
CNN NEWSROOM CLOSE		:40	16:00
CNN NEWSROOM WORLDVIEW OPEN		1:00	17:00
AFRICA: ETHIOPIA	The Ethiopian people are proud of their ancient culture and their language.	4:05	21:05
PHILIPPINE POLICE	Widespread corruption has lessened public confidence in the Philippine police force.	4:25	25:30
INDIAN CULTURE	There appears to be a definite trend toward the disintegration of the joint family system in India.	3:20	28:50
NEWSDATE	On this date...1945...1980...	:30	29:20
CNN NEWSROOM WORLDVIEW CLOSE		:40	30:00

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ANCHOR ROOM:

Immigrants to the U.S. have fought to preserve their heritage while struggling to assimilate into American society. Turner Adventure Learning examines this phenomenon during an electronic field trip to Ellis Island, Oct. 19-20. Call 1-800-639-7797.

TOP STORY: TERRORISM TRIAL

1. What evidence does the U.S. government have against the ten alleged terrorists? How are defense attorneys countering that evidence? What is sedition? Have groups of students conduct research to learn more about this term and ways in which the U.S. has tried to curb sedition throughout its history.

EDITOR'S DESK/NEWSQUIZ (pg 4)

2. Use the NEWSQUIZ (pg 4) to help students check their memories of either of this week's two top stories on CNN NEWSROOM: Hong Kong's Elections and the Peace Process in Bosnia. Have them write a "Good News/Bad News" analysis of one of the stories; then, based that analysis, create an editorial cartoon. What irony can they find in these stories? What universal truths are revealed? What message did they want their readers to take from their cartoons?

MEDIA LITERACY/RED BADGE OF COURAGE (pg 3)

3. How was the RED BADGE OF COURAGE unique among novels that dealt with the subject of war? What "romantic view of war" do you think many Americans had before reading this book? How did the book change that view? Describe the "psychological battle" fought in the mind of the soldier Henry Fleming.
4. According to critic and publisher Henry Binder, Stephen Crane "pulled a veil away from the realities of life that war exposes overwhelmingly." In Crane's eyes, war casualties had "an implicit universal significance, and a full apprehension of that significance should [have led] Henry (his main character) to compassion and humility."
   a. Discuss this attitude, in groups, in light of the war in Bosnia. Do you agree/disagree with Mr. Crane? Explain.
   b. Follow the directions on the HANDOUT (pg 3) to analyze Stephen Crane's writing style and to examine his attitudes toward war.
   c. Finally, use elements of the author's style to write about your own attitudes and beliefs about war as it has played out in Bosnia.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

terrorism sedition conspiracy Stephen Crane combat metaphor

STUDENT HANDOUT: RED BADGE OF COURAGE

"Sing a song 'a vic'try / A pocketful 'a bullets
Five an' twenty dead men / Baked in a--pie."
RED BADGE OF COURAGE by Stephen Crane

DIRECTIONS: According to critic and editor Henry Binder, Stephen Crane "pulled a veil away from the realities of life that war exposes overwhelmingly." In Crane's eyes, war casualties had "an implicit universal significance, and a full apprehension of that significance should [have led] Henry (his main character) to compassion and humility." Discuss this attitude in light of the war in Bosnia. Do you agree or disagree with Mr. Crane? Explain.

a. Read the passages below on the "realities of war" excerpted from RED BADGE OF COURAGE. How would you describe Crane's writing style? What makes his descriptions evocative? How do they illustrate Binder's analysis of the author's attitude toward war?
b. Either from memory or through a review of past CNN NEWSROOM stories on the war in Bosnia, write about the images and experiences of that war in the style of Stephen Crane. Illustrate your own opinions on war and the meaning it reflects.

CHAPTER 7, page 41

"He was being looked at by a dead man who was seated with his back against a column-like tree. The corpse was dressed in a uniform that once had been blue but was now faded to a melancholy shade of green. The eyes, staring at the youth, had changed to the dull hue to be seen on the side of a dead fish. The mouth was opened. Its red had changed to an appalling yellow. Over the grey skin of the face ran little ants. One was trundling some sort of a bundle along the upper lip....There was given another law...all life existing upon death, eating ravenously, stuffing itself with the hopes of the dead."

CHAPTER 8, page 43
"The battle was like the grinding of an immense and terrible machine to him. Its complexities and powers, its grim processes, fascinated him. He must go close and see it produce corpses. He came to a fence and clambered over it. On the far side, the ground was littered with clothes and guns. A newspaper, folded up, lay in the dirt. A dead soldier was stretched with his face hidden in his arm. Further off, there was a group of four or five corpses, keeping mournful company. A hot sun had blazed upon the spot."

Crane, Stephen. THE RED BADGE OF COURAGE. Restoration and Introduction by Henry Binder. N.Y.: Avon Books. 1982.

FINDING THE IRONY

DIRECTIONS: Answer the following questions about one of the two top stories on CNN NEWSROOM this week: Hong Kong Elections and/or Peace Process in Bosnia. Then, write a "Good News...Bad News" analysis of the story you chose and, on the basis of your analysis, create an editorial cartoon. What irony can you find in these stories? What universal truths are revealed? What message would you like your reader to get from your cartoon?

STORY: _____

1. What is the central conflict in the story? Briefly, what is its history? How has the past affected the present?

2. Who are the major players in your story? On what side of the conflict are they aligned?

3. Where is the story set and what impact does the geographical location have on the story's main conflict?

4. What were the main opinions and attitudes of the story's main players?

5. What actions did they take to advance their designs?

The good news is ...

The bad news is ...

NEWSROOM WORLDVIEW

AFRICA: ETHIOPIA--LANGUAGE AND LANGUAGES: ETHIOPIA; SOCIOLINGUISTICS
1. Find and read "Ethnic Groups, Ethnicity, and Language" in CHAPTER 2: SOCIETY AND ITS ENVIRONMENT: ETHIOPIA'S PEOPLES at the INTERNET address below. How many distinct languages are spoken in Ethiopia today? How do you think this situation might affect the national attitudes and loyalties of the people? Explain. Brainstorm ways you would protect the cultures represented by the different languages while nurturing the use of a "national" language.
2. Language is the voice of a people. Its structure and words reflect the people's culture. Brainstorm idioms, important phrases, unique terms and linguistic patterns that you believe reflect a distinct American culture. Create a collage of these words and phrases along with pictures to represent this unique American culture.

INTERNET: http://lcweb2.loc.gov/et_oo_oo.html

PHILIPPINE POLICE--PHILIPPINES; CORRUPT PRACTICES
3. AGREE/DISAGREE: "Salvaging is necessary because of the justice system. It's very hard to prosecute a criminal...[who] will go on bail and after they are out on bail, they will again do what they have been doing. So it's better to end once and for all their lives." -- Edgardo Torres. Support your opinions with

statements and opinions from the body of thought concerning the law and human rights on which America's Constitution is based.
INTERNET: http://pubweb.acns.nwu.edu/~flip/links.htmp

INDIAN CULTURE--INDIA: SOCIAL LIFE AND CUSTOMS

4. What is meant by the phrase "disintegration of the joint family system" with reference to the nation of India? Why would this disintegration occur first in the nation's upper classes? In your opinion, is this change inherently positive or negative? Explain.
5. There are many plays and stories about the break up of family traditions and the impact on both individuals and nations. Ask your media specialist or literature teacher to help you identify such a story or play. Read and discuss it in study groups; then, work together with your group to write and/or enact a one-act play illustrating your predictions for Indian society resulting from the changes discussed in the video.

INTERNET: http://www.indiaworld.com http://www.genius.net/indolink

----------EDITOR'S DESK: TODAY'S NEWS TERMS----------

corruption rampant salvaging joint family system generation gap

Monday, September 25, 1995

NEWSROOM

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:10	1:10
TOP STORY: ISRAEL	An agreement is signed ending 28 years of Israeli occupation of the Arab West Bank.	4:00	5:10
HEADLINES	SIMPSON TRIAL WINDING DOWN	:30	5:40
F.LEE BAILEY	F. Lee Bailey is a trial lawyer with an almost legendary reputation.	5:40	11:20
NEWSTERM	Ethics: The study of standards of conduct and moral judgment; moral philosophy	0:00	0:00
FUTURE DESK	The emerging field of computer ethics hopes to impart morality to the online world.	2:50	9:15
CNN NEWSROOM CLOSE		:45	15:00
CNN NEWSROOM WORLDVIEW OPEN		1:00	16:00
CHINA: CULTURE	Today in China, the nation's youth lead a new cultural revolution.	4:20	20:20
DID YOU KNOW?	Legend says that the "women's language" was invented by an abused Chinese Court Maiden.	:50	21:10
INDIA: GENDER	In India, the desire for boys rather than girls has led to problematic solutions.	5:10	26:20
BETTER BUILDINGS	California home builders are finding success through a nod to Asian traditions.	2:50	29:10
CNN NEWSROOM WORLDVIEW CLOSE		:50	30:00

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ANCHOR DESK

* Examine the American immigrant experience with a TAL live, interactive Electronic Field Trip, Oct. 19-20. For more information or to enroll, call 1-800-639-7797. *

TOP STORY: ISRAEL/PLO PEACE ACCORD

1. How did Israel acquire the West Bank and Gaza regions? What is meant by the term "Palestinian autonomy"? Why do you think this issue is central to peace in the Middle East?
2. What are the major points of this latest agreement? Distribute the RESOURCE (pg 4) to groups of students. Remind them that, in order for any accord to facilitate a lasting peace, the accord must be acceptable to many different factions.
   a. Have each group read the RESOURCE and discuss whether students believe the accord can satisfy enough different factions in the Middle East to work.
   b. Have groups share some points made in their discussions with the class.

c. Then pose these questions for class discussion: Which sides gave up something in order to "contribute" to the accord? Is there any faction that might accept this accord without some reservation? Explain. How does this illustrate the peace process as an exercise in compromise?

F. LEE BAILEY PROFILE

3. Name some of the famous clients F. Lee Bailey has defended. How does he feel about the media's handling of his latest high profile case? Mr. Bailey has stated that "the highest calling in the practice of law is the defense of human liberty." What do you think he means? How do you think a prosecuting attorney might react to his statement? Why?

FUTURE DESK: ONLINE ETHICS

4. "Ethics is a code of behavior which a society considers moral and appropriate for guiding the way in which its members deal with one another." -- Albert Einstein
   a. Discuss: What is the difference between ethical behavior and legal behavior?
   b. Work in class to determine a Code of Ethics for behavior on the electronic superhighway.
   c. In small groups (Online Ethics Committees) read the hypothetical situations on the HANDOUT (pg 3). Apply the class code of ethics to each scenario.
   d. In class, review committee decisions. What is the likelihood that individuals would make the ethical choices your committee recommends?

CHALLENGE: Which of these situations, if any, should be governed by law? Explain. In small groups choose one of those and outline the law you think should be in place.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

West Bank Gaza PLO autonomy Shimon Peres Yasser Arafat
F. Lee Bailey reversal criminal law civil law pedantic

DESK HANDOUT: ONLINE ETHICS

DIRECTIONS: Read the following scenarios in your ethics committee and answer each question based on the code developed in class. Then share and discuss your group choices in a class discussion. Would some of these scenarios be better handled legally? Explain. TAKE THE CHALLENGE. Write a law to handle one or more of these problems.

SCENARIO 1: Caroline has "modemed" onto the electronic highway in order to join a conference room designed to help her study for a test coming up in her literature class. Once she gets there, she discovers that one of the students in the conference room has found a way to pull down the test from the professor's computer. This student offers it to the members of her electronic study group. What should the study group members do? Consider both the ethics of stealing a test and of getting into someone else's electronic data bases without permission.

SCENARIO 2: Mike and Jack like to get online in the afternoon and join chat sessions on around the 'net. They keep running into "Big Mouth" whose language in the session is less than desirable. Besides cursing, Big Mouth makes sexual innuendos that are embarrassing and isn't afraid to "Yell" online when someone angers him. The online company has asked its users not to engage in this kind of behavior, but so far Big Mouth has not been caught. Should Mike and Jack "blow the whistle" on Big Mouth? How should they do this? Should they warn Big Mouth first?

SCENARIO 3: Monica is a news reporter. She has accidentally opened up the computer system of a major medical lab. She finds that it is a cinch to peruse any and all of the data bases in the lab. She can even enter data, move it or erase it completely. As she wanders around the lab's system, she discovers that some very famous people have records in that lab. All of a sudden she realizes she has access to some interesting stories that, in her opinion, the public has a right to know. She's a reporter. She doesn't have to reveal her secret source. What should she do?

SCENARIO 4: Tom and Pam have discovered a source of wonderful .gif files on the 'net, from photographs to graphic art to cartoons. They love the artwork and immediately decide some of it would add a special dimension to their school newspaper. They download the files in order to use them in the next edition. Is this a good idea? Should they do this?

STUDENT RESOURCE: MIDEAST PEACE TERMS

DIRECTIONS: Below are some of the major points of the 400-page Israeli/PLO accord, initialled by both parties on Sunday.

Israeli troops will begin leaving West Bank Arab population areas 10 days from the signing of this accord, Thursday in Washington, D.C. The first stage of troop withdrawals will last 6 months and be followed within 22 days by Palestinian elections.

In this first phase of redeployment, Israeli troops will withdraw from the West Bank's 7 cities and from 450 villages.

Israeli troops will continue to safeguard Jewish settlements in the West Bank. There will be an international presence in Hebron, where Israel will retain power to protect Jewish settlers.

Israeli troops will control roads in the West Bank.

There will be a 3-stage release of many of thousands of Palestinian prisoners held in Israeli jails.

The fate of such issues as Jerusalem, Jewish settlements and Palestinian refugees will be determined in "final status" talks to begin no later than May 1996.

Responsibility over religious sites in the West Bank and Gaza will be transferred to the Palestinians, although arrangements have been made to guarantee freedom of access to certain sacred sites.

Approximately 30,000 Palestinian police will be in place to enforce security and public order in the West Bank and Gaza.

An elected 82-member Palestinian Council will be responsible for most aspects of life in the West Bank and Gaza. A candidate for this governing body must not "profess racist views or act in an illegal or undemocratic manner."

Elections will be open to international observation, and all Palestinians residing in the West Bank or Gaza are eligible to vote.

The PLO will revoke those articles of its covenant that call for the destruction of Israel within 2 months of the council's inauguration.

----------CNN NEWSROOM: RELIABLE RESOURCES----------
MIDEAST TALKS--TERMS, by Wafa Amr, CNN NEWS, 09/25/95.

NEWSROOM WORLDVIEW

CHINA: CULTURE--CHINA: SOCIAL CUSTOMS; ARTS: GOVERNMENT POLICY

1. According to German composer, Paul Hindemith, an artist must serve no other master than his/her artistic muse.
   a. What "master" did artists serve while Mao Tse-Tung ruled China? What master would the new cultural revolutionaries have the artist serve today? Is either of these two masters inherently better than the other? Explain.
   b. Which is more likely to allow the artist to follow his or her "muse"? Explain.
   c. Which of the three masters do you believe would probably

deliver the most enduring and powerful art? Explain, citing specific art and artists to support your opinion.

2. Use art books to find examples of art works you believe illustrate the concept of "art for art's sake," the concept "art for politics sake" and "art for economics sake." Work in small groups to compile a catalog to illustrate one of the three creation concepts. Share your catalogs in class and use them to write an essay: Agree/Disagree with Chairman Mao's assertion about art.

INTERNET: http://bronze.ucs.indiana.edu/~hyuan/culture.html

INDIA GENDER TESTING--SEXISM:PREJUDICES; TRADITION: CUSTOMS

3. What are the short-term problems facing Indian parents that label boys more desirable than girls? What are the long-term problems of the solution they have chosen for this problem?
   a. Describe changes in attitudes and traditional practices that would improve the status of girls in India.
   b. Traditions are hard to change. In groups, outline a plan the government could use, from public service announcements to legal action to education, to encourage change.

INTERNET: http://www.bubl.bath.ac.uk/BUBL/CultureIndia.html

BETTER BUILDINGS--ASIAN AMERICANS: SOCIAL LIFE AND CUSTOMS

4. What is meant by the term "good feng shui"? Why do you think ensuring good feng shui is important to Asian home buyers in California? In what ways do you think building a house with good feng shui might result in ensuring happiness in your home? Illustrate your ideas in a short story about an Asian-American home owner who ignored the traditions.

INTERNET: http://www.geoplan.ufl.edu/~frankz/paper/fengshui.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

cultural revolution	propaganda	sonogram
gender testing	dowry	feng shui

CNN ANCHOR DESK

Tuesday, September 26, 1995

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:15	1:15
TOP STORY	Bosnia peace talks begin. At issue: territory, constitution, cease-fire agreement.	4:15	5:30
HEADLINES	H. Ross Perot unveils Independence Party.	1:30	7:00
DEFINITION	Nationalism: Devotion to one's nation	:30	7:30
INT'L DESK	Drinking Peru's Inca Kola is more than refreshing, it's an act of nationalism.	3:00	10:30
DID YOU KNOW?	This year's hurricane season has led to a record number of shark attacks.	0:45	11:15
KILLER WHALES	Scientist Ken Balcom "keeps tabs" on the orca families of the San Juan islands.	3:55	15:10
CNN NEWSROOM CLOSE		:50	16:00
CNN NEWSROOM WORLDVIEW OPEN		1:00	17:00
CHINA, II	China's rock music has a revolutionary edge.	5:05	22:05
NEWSFACT	Chinese scale has 5, rather than 8, tones.	:30	22:35
NEWSQUOTE	Herbert Hoover at GOP Nat'l. Conv. 06/26/44	:30	23:05
LIBERIA: PEACE	The latest accords in Liberia may be that nation's last chance for peace.	3:25	26:30
BRAZIL: CHILDREN	Yvonne Bezerra offers hope to thousands of kids starving in the streets in Brazil.	3:20	29:50
CNN NEWSROOM WORLDVIEW CLOSE		:10	30:00

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* Immigrants to the U.S. have fought to preserve their heritage while struggling to assimilate into American society. Turner Adventure Learning examines this phenomenon during an electronic field trip to Ellis Island, Oct. 19-20. Call 1-800-639-7797.

TOP STORY: BOSNIAN WAR

1. What major issue is the focus of the latest round of talks on the Bosnian War? Describe the plan for a shared Bosnia-Herzegovinia. Why are there fears that the Bosnian Serbs might someday try to secede from this republic? How has the U.S. reacted to this possibility?
2. Generate a discussion about the concept of nationhood and its role in fueling international conflicts. Challenge student groups to find and list other regions of the world where conflicts are due, in part, to the desire of different groups'

for national identity. Share lists and identify the "players" in each situation. Ask: Could a framework for peace in each of these cases include a "divided" nation? Why/Why not?

EXTENSION: Have groups each select and report on one such "divided" nation. Is there peaceful coexistence among factions? What lessons could a divided Bosnian Republic learn from this?

INTERNATIONAL DESK: PERU'S INCA KOLA

3. Ask: What would you choose as a national drink for the U.S.? Why? What other products/food, etc., do you associate with the U.S.? Discuss the accuracy and/or appropriateness of students' selections and list those that engender a consensus.
4. Discuss the economic niche created by an indigenous product. Ask: In your opinion, how important do you think a "national drink" is to a nation with a developing economy? Distribute copies of the HANDOUT (pg 3) to groups. Have them research and describe the economic impact an indigenous food or national product has on that nation's economy. Discuss and share findings in class.

KILLER WHALES (PART I)

5. How is Ken Balcom trying to save the Killer Whales? What is the biggest danger to their existence? Explain how the destruction of orca "families" has affected the species.
6. What other species have or are facing extinction? What are humans doing to try to reverse this trend? Distribute the HANDOUT (pg 4) and have groups research and record the circumstances that have led to the endangerment of each species listed. Are human actions responsible for any of these bio-crises? Discuss findings, then have each group choose one species and find out what actions humans are taking to save it.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

shuttle diplomacy Richard Holbrooke Chris Hill Robert Owen Warren Christopher contact group Geneva Muslim-Croat Federation Bosnian Serbs Orca salmon pods habitat San Juan Islands

HANDOUT: "NATIONAL" FOODS & PRODUCTS

DIRECTIONS: What foods/products do you naturally associate with a specific country? As a group, brainstorm a list of associations. Then, choose 3 countries and research and describe briefly the place that food/product inhabits in the nation's economy and the methods used to promote it.

NATION: _____	FOOD/PRODUCT: _____
ECONOMIC NICHE:	HOW PROMOTED?

NATION: _____	FOOD/PRODUCT: _____
ECONOMIC NICHE:	HOW PROMOTED?

NATION: _____	FOOD/PRODUCT: _____
ECONOMIC NICHE:	HOW PROMOTED?

STUDENT HANDOUT: SAVE OUR SPECIES

DIRECTIONS: Besides the Killer Whale, what other species of animal are humans trying to save? What circumstances led to each species' bio-crisis? Use your resources to find and note the circumstances that led to endangerment for each species listed below.

SPECIES	CIRCUMSTANCES THAT LED TO ENDANGERMENT
RHINOCEROS	
CALIFURNIA CONDOR	
EVERGLADES KITE	
GRAY WOLF	
IGUANA	

Discuss your findings with the class. Did humans contribute to any of the circumstances that have led to the endangerment of one or more of these species? If so, how? Choose one example above and conduct research to find out how humans are trying to rescue that animal from possible extinction.

NEWSROOM WORLDVIEW

CHINA: CULTURAL REVOLUTION, PART II--CHINA: POPULAR CULTURE: MUSIC

1. Compare the professional philosophies of protest rocker Cui Jian and popular rocker Dou Wei. What are the pros and cons of each singer's professional choices? Explain. List parallels you can find to these two attitudes in American popular music. Work in small groups to compile tapes to support your opinion

and share with a brief analysis in class.

2. What is meant by the term "post-Tiananmen Square generation"? Use history books or surf the INTERNET to find information on the events of Tiananmen Square in May of 1989. How did those events shape the attitudes and choices of today's young Chinese? What predictions about the future of democracy and human rights would you make about China in the next 25 years based on both its recent history and attitudes of young people as reflected in this video segment?

INTERNET: http://pears.lib.ohio-state.edu/China/Chinese.html

LIBERIA'S LAST CHANCE--LIBERIA: POLITICS AND GOVERNMENT; PEACE

3. U.N. Sec. General Boutros Boutros-Ghali stated in an interview that negotiating peace [in Bosnia] was the U.N.'s role.

> "However," he added: "as long as the member states of the U.N. are not ready to do an operation of peace enforcement, like operations...in Iraq, the only way to [make peace is to]...negotiate. In Bosnia there is no political will among the protagonists to settle the dispute peacefully. We cannot impose peace; we can help to maintain peace...to keep peace."

Compare the conflicts in Bosnia and Liberia. In class participate in an informal debate on the question: Should the U.N. continue to negotiate or come in with all jets firing?

INTERNET: http://ralph.gmu.edu/cfpa/peace/unomil.html

BRAZIL'S KIDS ON THE STREET--CHILDREN: BRAZIL; ABANDONED CHILDREN

4. How does the provision of public education in the U.S. differ from that in Brazil? Explain. Do you agree or disagree that Brazil is denying its poor children their right to an education? What should they do instead? Explain.

5. How will educating the citizenry guard against the "plague of poverty, crime and underdevelopment"? Write a letter in the guise of a Brazilian child asking the government for schooling.

INTERNET: http://www.brazilianmall.com/brazil/index.html
gopher://gopher.igc.apc.org:70/00/orgs/globalexcc.info/23

----------EDITOR'S DESK: TODAY'S NEWS TERMS----------

Tiananmen Square co-opt UN Special Representative Rio de Janeiro Constitutional Right to an Education poverty underdevelopment

CNN NEWSROOM

Wednesday, September 27, 1995

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:10	1:10
TOP STORY	Bosnia's peace process is fragile.	4:55	6:05
HEADLINES	JUDGE ITO TEMPORARILY "PULLS THE PLUG"...	:20	6:25
BUSINESS DESK	Companies save money by hiring "outsourcers" but some employees dislike the practice.	2:30	8:55
NEWSQUIZ	What famous resident of 10 Downing Street...?	:20	9:15
KILLER WHALES	(Part II) These complex mammals amaze amateur and scientific observers alike.	3:30	12:45
LOOK AHEAD	TOMORROW: Colorado Train	:45	13:30
OUR WORLD	VOX is a newspaper for and by teens.	2:20	15:50
CNN NEWSROOM CLOSE		:30	16:20
CNN NEWSROOM WORLDVIEW OPEN		1:00	16:00
CHINA: CULTURE	Chinese performers use avant garde art and and theater to explore dangerous politics.	4:15	20:15
UGANDA ECONOMY	A high-powered economic renewal is underway in Uganda.	4:30	24:45
NEWSFACT	Idi Amin was dictator of Uganda....	:35	25:20
PHILIPPINE ISLANDS	Treasure hunters search the waters around the Philippines for lost gold.	2:55	28:15
AROUND THE WORLD	Japanese children commemorate Aviation Day with an unusual game of tug 'o war.	:40	28:55
CNN NEWSROOM WORLDVIEW CLOSE		1:05	30:00

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ANCHOR DESK

* Come to Ellis Island with Turner Adventure Learning, Oct. 19-20. *
* To learn about this electronic field trip, call 1-800-639-7797. *

TOP STORY: BOSNIA

1. Review stories on the conflict in Bosnia. What does each side want? How do you think each side prioritizes these desires?
   a. Beginning with an agreement that would be totally acceptable to the Serbs and ending with one that would be totally acceptable to the Bosnians, create a set of possible peace accords that could be considered. Your middle agreement should make equal concessions to both sides.
   b. Evaluate each possible agreement by realistically assessing its possibilities for permanence.

c. Following your assessment, hold a straw vote to rank the agreements according to their acceptability.
d. Post these and the class vote and compare them to reality as it unfolds.

KILLER WHALES (PART II)

2. Work in small groups of 5-6 members. Use ink and unlined 3 x 5 cards to produce thumbprints, 2 per thumb, for each member of the group. Code cards to create a master list of matching cards. Mix these up. Trade sets of thumbprints with another group. Work together to match up thumbprints and check against the master. How observant was your group? Why would it be difficult to identify orcas using the "thumbprint" of their tails? Work in class to list a set of pointers for observers of orcas.
3. One person in the video was on the Earthwatch program in order to find out more about his chosen career. Think about your own interests as they relate to science. Even if you don't plan a career in the sciences, what scientific phenomena catches your interest? Plan an Earthwatch trip to satisfy your curiosity. Write a short article for the Travel section of your local newspaper advertising your Earthwatch dream vacation.

OUR WORLD

4. Besides teens, who else reads VOX? Why? List institutions or businesses in your community that could profit from access to a local version of VOX published by you and your peers. Explain why each entry on your list would need such a newspaper. Write a short letter to your local newspaper describing VOX. Ask the publisher to institute a section dedicated to teens and report their views and stories.

----------EDITOR'S DESK: TODAY'S NEWS TERMS----------

constitutional structure de facto cease-fire dorsal fins
Earthwatch vacation vocalization gridlock VOX masthead

OUTSOURCING

1. BEFORE VIEWING: What are some ways that businesses are attempting to trim their costs while boosting profits?

2. AFTER VIEWING: What is "outsourcing"? Describe some of the jobs often filled via outsourcing. Why do some full-time employees argue that outsourcing is displacing them? How do advocates of outsourcing counter this objection?

3. Explain how outsourcing provides some former full-time employees with greater opportunities for advancement. How did outsourcing help Tim Feahy channel himself into the career he really wanted? According to one view expressed in the video, "If you are working for a company and you're working in a division that is not considered the core-competency of that company, your odds of upward mobility are much greater in an outsource scenario." What does this statement mean. Do you agree/disagree with this rationale? Explain.

4. Working in small groups, have students interview human resource managers in local businesses to determine the costs and paper-work involved in hiring, keeping and terminating employees. Have groups share and discuss their findings. Were they surprised by what they learned? In class discussion, have students suggest ways that businesses might be able to reduce the "costs" of employment without losing quality employees.

5. How does the status of the "outsourced" worker compare with that of the full-time employee?
   a. Distribute the HANDOUT (pg 4). Direct students to work in groups as they compare the status of full-time employees versus that of "outsourced" workers. Remind students that human resource personnel make excellent resources for this kind of information.

b. Have groups discuss their findings.
c. Then have them complete Part II of the HANDOUT by listing the positives of hiring each kind of worker from a businessowner's or from management's point of view.
d. Compare the lists. Does one set of positives "outweigh" the other? Is there a possible "win/win situation" here for both management and labor? Discuss.

----------EDITOR'S DESK: TODAY'S NEWS TERMS----------

outsourcing full-time employee advancement "win/win situation"
core-competency displacement payroll upward mobility

STUDENT HANDOUT: EMPLOYING VS. OUTSOURCING

DIRECTIONS (Part I): Today's BUSINESS DESK points out some of the pros and cons of "outsourcing." How does full-time employee status compare with that of the outsourced ("temp" or contract) worker? Consult resources, including human resources professionals, to help you compare the two in each of the categories listed below. Record your general findings on the chart.

	FULL-TIME EMPLOYEES	VS.	"OUTSOURCED" OR TEMP/CONTRACT WORKERS
Compensation			
Benefits			
Opportunity for advancement			
Job stability			

Discuss the advantages/disadvantages of both full-time employee and outsourced worker status, from the working person's point of view.

(Part II) From the BUSINESSOWNER/MANAGEMENT point of view, list:

1. The POSITIVES associated with hiring full-time employees:

2. The POSITIVES associated with hiring outsourced workers:

Does one set of POSITIVES outweigh the other? Explain. Compare this with your findings in Part I. Is there a possible "win-win" situation for both labor and management in this situation? Discuss.

NEWSROOM WORLDVIEW

CHINA: CULTURAL REVOLUTION, PART III-- CHINA: POPULAR CULTURE

1.. How would the avant garde artists shown in the video segment define the term "cultural straitjacket"? What are they doing to break out of it? In what ways might their art threaten the communist dictatorship currently in power? Explain.

2. From time to time, other artists have identified cultural straitjackets that are not necessarily political in nature, e.g., a complacent public or commercial interests.
   a. Use art history books and research the INTERNET to discover some of these "straitjackets" and the avant garde artists who challenged their restrictions.
   b. Choose one of these artists and create a monologue, supported with slides or a museum brochure, discussing the straitjacket he or she defied.
   c. Highlight your monologue with examples of the paintings, music, books or plays that typified that defiance.

INTERNET: gopher://umslvma.umsl.edu:70/00/LIBRARY/STACKS/BOOKS/ARMYAHBS/AAHB9/AAH90012

UGANDA ECONOMY--UGANDA: ECONOMIC POLICY

3. What economic lessons have Ugandan government officials learned that have benefited their nation? What benefits have Ugandans reaped? What deficits do some Ugandans believe have also resulted from the new economic program? Consider the American experience with welfare. Work in small groups to write letters of advice to the Ugandan government as they work to ensure that all their people benefit from their plans.
4. Throughout history many nations have expelled large groups of people, such as Uganda's expulsion of Asians. Consider the Jewish people who have been expelled from almost every nation in Europe at one time or another. How do historians explain these expulsions? What were the short- and long-term benefits for the nation and its citizens? Create an editorial cartoon to share the lessons of history discovered in your research.

INTERNET: http://150.252.25.25/Uganda/Economic.html

PHILIPPINE ISLANDS: TREASURE HUNT--BURIED TREASURE

5. Who should benefit from these treasure hunts: the treasure hunters, the government who owns or controls the waters they hunt or the government or group who lost the treasures in the first place? Take a stand and defend it in a panel discussion on the issue: "Finders keepers, losers weepers."

INTERNET: http://www.adfa.oz.au/CS/flg/wf93/rp.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

avant garde cultural straitjacket trickle down galleon salvaging

CNN NEWSROOM

Thursday, September 28, 1995

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:10	1:10
TOP STORY	The Israeli-PLO peace agreement will be signed today in Washington, D.C.	2:55	4:05
HEADLINES	GOP AGREES TO CONTINUE FEDERAL FUNDING... NATO COULD STRIKE AGAIN...	1:00	5:05
OUR WORLD	The young grow up quickly in Sarajevo.	2:00	7:05
LOOK AHEAD	TOMORROW: International Youth Summit	:30	7:35
SHUTTLE	COLUMBIA is set for launch today.	2:00	9:35
CHECK IT!	The video phone has arrived!	:20	9:55
SCIENCE DESK	Will South America's poison dart frogs disappear?	2:40	12:35
NEWSDATE	On this date...September 28, 1989...	:20	12:55
TIME MACHINE	To some this is a steam engine...to others, it's a time machine.	3:15	16:30
CNN NEWSROOM CLOSE		:20	16:50
CNN NEWSROOM WORLDVIEW OPEN		1:00	17:00
CHINA: CULTURE	Some believe China's emerging new culture is dominated by money and the West.	4:40	21:40
WEST BANK MARRIAGE	Poverty in the Palestine drives families to marry off daughters in their early teens.	5:00	26:40
CHILE TRADE	Chile is on a fast track to joining several new international trade agreements.	3:00	29:40
CNN NEWSROOM WORLDVIEW CLOSE		:20	30:00

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ANCHOR DESK

* Examine the American immigrant experience with a TAL live, interactive Electronic Field Trip, Oct. 19-20. For more information or to enroll, call 1-800-639-7797. *

TOP STORY: MIDEAST PEACE

1. How is the latest MidEast peace agreement changing the physical "face" of that region? What kinds of joint Arab-Israeli cooperation is evident in these changes?
2. For this activity you will need multiple copies of political or geographic maps of the MidEast region and access to 20th century history resources. Group students and distribute maps and copies of the HANDOUT (Pg. 4). Have groups:
   a. Research a specific period in the history of the social, political, economic and geographic ties that bind MidEast countries together.

b. Draw an ideal MidEast map, commonly agreed upon by the group, of appropriate country borders.

Reconvene the class. After examining the video and groups' maps, compare their ideas with resolutions drawn from the video and discuss how far the current Israeli-Palestinian agreement might go toward a settlement of national borders in the region.

OUR WORLD: SARAJEVO CHILD

3. What circumstances cause "the young [to] grow old quickly in Sarajevo"? How does Chiro "provide" for his family? Does his attitude about his future surprise you? Why/Why not?

SHUTTLE COLUMBIA

4. What kinds of work will astronauts on this Columbia mission undertake? How would you define "material science"? Why do you think this field is of interest to the space program?

SCIENCE DESK: POISON FROGS

5. Distribute the STUDENT RESOURCE (pg. 3) to student groups. Challenge them to use the resource and other services to find a species that matches Dendrobatidae in its range of defense mechanisms, habitat and behavior. Gather the class to share results. What other creatures share the habits and abilities of the Dart Frogs? How? Why might it be important to know both the habits and habitats of such animals? Discuss.

TIME MACHINE

6. Review the video with students. In class discussion, ask them to list some words that might describe the experience of a tourist on the Durango and Silverton Narrow Gauge Railroad. Then challenge each student to research any famous train, past or present, and write a traveler's journal entry for a portion of the "trip." Have students share their entries and vote for the one that provides the best imagery.

----------EDITOR'S DESK: TODAY'S NEWS TERMS----------

autonomy toxins tadpoles morphine Durango and Silverton

STUDENT RESOURCE: POISON DART FROGS

LOCATION, SIZE, HABITAT

Poison dart frogs are found only in lower Central America and the northern half of South America. They range from 1/2 inch to 2 inches in size. They live along stream banks, in lowlands or high in the mountains. Territorial, these frogs fiercely stake out their private turf, attracting mates by calling.

THE MODERN DISCOVERY

While exploring Columbia in 1820, British Navy Capt. Charles Stuart Cochrane described how Choco hunters gathered poison from local frogs by "tormenting them" until they "perspire very much...secreting a white froth sweat wherein hunters dip or roll the points of their arrows, which will preserve their destructive power for a year."

THE SPECIES

There are more than 100 species of dart-poison frogs of the family Dendrobatidae. Only 3 species truly deserve the name poison dart frogs. The poison secreted by the species Phyllobates terribilis, for example, "make strychnine look like table salt," according to John Daly, a National Institute of Health frog expert. Only about half of the specie family are toxic. Of these, only 3 are used by a diminishing band of indigenous hunters for poison darts.

TOXICITY

To determine the "toxicity" of a frog, scientists use a very non-scientific test. They touch the tip of their tongue to the back of a "stressed out" frog -- usually one with its legs pinched -- and assess the effectiveness of the frog poison on themselves.

BREEDING

Dendrobatidae usually breed away from water. They lay few eggs, usually less than 40. Parents tend to remain at the dry nest site to protect the eggs, keeping them moist until hatching. Then, selected "nurse" frogs "ferry" the young to a wet site where they can then swim free as tadpoles.

COLOR

Dendrobatidae are brightly colored, in contrast to their environment. Color variations by species, habitat or behavior pattern are yet to be determined.

---------- CNN NEWSROOM: RELIABLE SOURCES ----------

J.S. Bainbridge FROGS THAT SWEAT Smithsonian Magazine August 1992

STUDENT HANDOUT: EVOLVING BORDERS

NOTE: For this activity you will need political or geographic maps of the MidEast region and access to 20th century history resources.

DIRECTIONS: Pick one period in 20th century history when country borders in the MidEast region that currently contains Israel were significantly different from current borders.

Years: _____

Use the space below to briefly explain why these borders differ from those currently in existence.

Given the current political situations in the MidEast, draw an ideal MidEast border alignment, either below or on your map. Make sure this drawing is done with the full agreement of your group. Explain your rationale below.

After examining the video and other groups' maps and rationales, discuss how far the current Israeli-Palestinian agreement might go toward achieving a reconciliation of the borders of the MidEast.

CHINA'S CULTURAL REVOLUTION, PART IV--CHINA: POPULAR CULTURE

1. While viewing, note statements that indicate beliefs about the power of money and its influence on the development and maintenance of a rich culture. Who in the video agrees and who disagrees with the old adage, "Money is the root of all evil," as it relates to art? What do you think? Explain.
2. What is the attitude of Americans toward "tabloid" entertainment: "papers, magazines and books featuring articles on sex, crime, fashion and how to get rich; television shows featuring sitcoms and sports events"? Which of the attitudes expressed in the video report would you expect the American attitude to mirror? Why? Survey your community to find out what its citizens think of the power of tabloid and television. Write and lay out a graphic report on your findings.

INTERNET: http://sunsite.sut.ac.jp/asia/china/chinese-music/Beijing_Opera

WEST BANK MARRIAGE--PALESTINE: MARRIAGE CUSTOMS; HUMAN RIGHTS: WOMEN

3. Would you expect the traditional society of the West Bank to place more value on boys or on girls? Why? On what factors is that valuation based? Explain. Do you consider it valid? Why or why not? Given what you know about female abilities, why is such an attitude, held dear in many poverty-stricken nations, ironic? Draw on statements and images from the video to write a short story illustrating that irony.
4. How is early marriage a "trap" for girls on the West Bank of Israel? How could the international community of women help to open the doors of that trap? Explain. Create a PR campaign to move the focus of Palestinian fathers away from marriage and toward education for their daughters. Remember: Poverty, as well as tradition, is at the base of this problem.

INTERNET: http://www.ic.gov/94fact/country/258.html

CHILE TRADE PACTS--CHILE: ECONOMIC POLICY; INTERNATIONAL RELATIONS

5. Define NAFTA, MERCOSU and APEC. Why would nations want to join them? Use business texts and interview experts to answer the above question. Then, create a modern fable showing Chile's economic wisdom based on the following tale:

   A father, anxious to unite his 10 warring sons, asked them to break 10 sticks bundled together. When they failed, he opened the bundle and handed a stick to each brother who then easily broke his.

   What should they have learned from this episode?

INTERNET: gopher://summit.fiu.edu:70/00/Herald/sum0605

----------WORLDVIEW: TODAY'S NEWS TERMS----------

schlock soft-core porn bartered bride NAFTA MERCOSUR APEC

CNN NEWSROOM

Friday, September 29, 1995

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:10	1:10
TOP STORY	MidEast protests continue on both sides as their leaders craft a peace policy.	6:45	7:55
HEADLINES	SIMPSON JURY TO DELIBERATE SOON...FUEL LEAK GROUNDS COLUMBIA SHUTTLE.	1:10	9:05
EDITOR'S DESK	-Bosnia reaches power-sharing agreement. -Ross Perot volunteers stump for signatures on a petition to form a new national party.	2:40	11:45
BUSINESS	Time-Warner exits "gangsta-rap" business.	1:00	12:45
OUR WORLD	Youth Summit delegates to the State of the World forum explore their commonalties.	2:35	15:20
CNN NEWSROOM CLOSE		:10	15:30
CNN NEWSROOM WORLDVIEW OPEN		1:00	16:30
CNN's JIM CLANCEY	CNN correspondent Jim Clancey has covered some of the world's biggest stories.	5:25	21:55
RUSSIAN GUN LAWS	Guns: Russian criminals have them, soldiers are getting them and citizens want them.	2:40	24:35
NEWSFACT	The Pope will read the rosary on a new CD.	:30	25:05
RELIGIOUS RECORDINGS	With a little coaxing, some in Jerusalem's religious community are making musical CDs.	4:25	29:30
CNN NEWSROOM WORLDVIEW CLOSE		:30	30:00

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ANCHOR DESK

Turner Adventure Learning examines the immigrant experience during an electronic field trip to Ellis Island, Oct. 19-20. Call 1-800-639-7797 for more information.

TOP STORY: MIDEAST ACCORD

1. What world leaders were present at yesterday's historic peace accord signing in Washington, D.C.? How did it differ from the previous ceremony two years ago?

2. Explain the differing opinions on the peace agreement among Israelis. Why are some opposed to the accord? What other factions or groups are opposed? Why?

3. One CNN reporter has stated that this week's peace agreement "sends dramatic signals far and wide in the Arab world." Who is watching these developments? Why? In groups, have students find out who has been "left out" of Arab-Israeli peace agreements and why, then share their information. Challenge them to predict how these nations will react to what appears to be a sincere attempt at peace between Israel and the PLO.

EDITOR'S DESK/NEWSQUIZ

4. Distribute the NEWSQUIZ (pg 4). Challenge students to correctly identify each person, place and term with either Bosnia-Herzegovina, the Middle East, or both peace accords. ANSWERS: For BOSNIA-HERZEGOVINA: Holbrooke, Owen, contact group, Hill, NATO, Mlavic, Sarajevo, "safe havens," Geneva, constitutional structure, de facto cease-fire, air-strikes, secession. All others are for MidEast EXCEPT Christopher and shuttle diplomacy, which fit into "BOTH." Have each student choose one of the peace accords and use some of the names, places and terms given to write an "explainer."

OUR WORLD: YOUTH SUMMIT

5. After viewing, direct students to write thoughtful essays in response to these questions: If you were given the opportunity to meet and discuss specific issues with one world leader, whom would you choose? What would you want to know? Share essays. How do students think their international counterparts might respond to these questions? Are there common issues that all young people want to see addressed? Discuss.

MEDIA LITERACY: NEWSWORTHINESS (pg 3)

6. How does the media decide which news stories take priority in reporting? Discuss the elements used to judge newsworthiness: timeliness, proximity, prominence (event/person), consequence (of event) and human interest. Distribute the HANDOUT and have groups use the newsworthy criteria to analyze the selection of TOP STORIES in this week's NEWSROOM.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

Yitzhak Rabin Yasser Arafat King Hussein Hebron Hosni Mubarak
European Union ideological "holy war" Islam Mikhail Gorbachev
Rigoberta Mench Ted Turner Alan Cranston George Schulz summit

STUDENT HANDOUT: MEDIA LITERACY: NEWSWORTHINESS

DIRECTIONS: How do reporters judge newsworthiness? Generally, they adhere to the following criteria: TIMELINESS, PROXIMITY, PROMINENCE (of event/person), CONSEQUENCE (of event) and HUMAN INTEREST.

PART I: Working with your group, review the TOP STORIES broadcast on CNN NEWSROOM this week and compare that coverage with coverage given by newspapers for the same date. Analyze each using the criteria cited above. Indicate the name of the newspaper and the page where the coverage appeared.

BOSNIA:
CNN NEWSROOM datelines: Sept. 26, 27

NEWSROOM	Newspaper

MIDEAST:
CNN NEWSROOM datelines: Sept. 25, 28, 29

NEWSROOM	Newspaper

PART II: Now, discuss other stories NEWSROOM covered this week and, using the criteria for newsworthiness, determine for each story any elements that would have to change for that story to rate TOP STORY status. Afterward, each group member should choose one of those stories and, in 3 paragraphs, rewrite it as a TOP STORY.

PIECES OF THE PEACE PROCESS

DIRECTIONS: The people, places and issues/terms listed below are all components of this week's news involving Bosnia-Herzegovina, the Middle East, or both. Show that you know about the peace processes that made this week's news by writing each in the appropriate box.

PEOPLE	PLACES	ISSUES/TERMS
Shimon Peres	West Bank	shuttle diplomacy
Richard Holbrooke	Sarajevo	autonomy
Robert Owen	Gaza	constitutional structure
contact group	Jerusalem	"de facto cease-fire"
Yasser Arafat	"safe havens"	airstrikes
Chris Hill	Golan Heights	secession
PLO	Geneva	"occupied territories"
NATO	Washington, D.C.	"holy war"
Warren Christopher	Hebron	
Yitzhak Rabin		
Ratko Mlavic		

BOSNIA-HERZEGOVINA	MIDDLE EAST	BOTH

Use your information to write an "explainer" on one of these historic peace agreements.

CNN'S JIM CLANCEY--PRESS: REPORTERS AND REPORTING

1. Consider all the stories covered on CNN NEWSROOM this month. Which ones would you want most to cover? Why? What problems do you think Mr. Clancey faced in order to get the stories attributed to him in the interview? What characteristics do you think a journalist must have in order to succeed in this arena? Explain.
2. Consider Jim Clancey's attitude toward the people he has met and observed while on the job. How does his work as a television journalist help to mold the planet into a global village? State, in 25 words or less, what you consider to be an ideal code for a journalist to follow. Cite at least one statement from the interview in your essay.

INTERNET: http://www.cnn.com

RUSSIAN GUN LAWS--FIREARMS: LAW AND LEGISLATION; CRIME: RUSSIA

3. Compare the concerns/issues surrounding gun law in Russia with those in America. Then take a stand on the continuum below. As classmates share their stand and the logic behind it in discussion, reevaluate your own: Will you stay where you are or will you change your position on the continuum? At the end of discussion, write a short position paper clearly stating your position on the continuum and the reasons for your position.

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!___1__________2_____________3_________________4_____________5____!
!ANY GUN/  SPECIFIC GUN/  SPECIFIC GUN/      NO GUN/       NO GUN/ !
!ANY OWNER__ANY OWNER____SPECIFIC OWNER___SPECIFIC OWNER__ANY OWNER!
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INTERNET: gopher://wgate.house.gov:70/7waissrc%3A/USHOUSE_house_bill_text_103rd (SEARCH: Brady)

RELIGIOUS RECORDINGS--MUSIC: SACRED; SOUND RECORDINGS

4. What do you think makes music last? Yves Touati says, "This music has been sung for 1,000 years and, like the faith that inspires it, it may well be eternal." Is religious intensity or faith the only determinant of eternal life for a musical work? Why/Why not? What other factors might be important? Interview friends and family members to determine a list of favorite musical works as far back in time as you can go -- what were your parents' favorites? your grandparents? your great grandparents? Apply your criteria for durability to some of these favorites. Would you expect any of them to be around 1,000 years from now? Explain.

INTERNET: http://www.xensei.com/users/nmf/webz.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

genocide volatile small caliber right to bear arms liturgical